

Course Descriptions

Current Versions

Course Standards

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. Clarifications: e.g., task: voluntary, assigned; time: long-term group project
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.1:	Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.2.3:	Describe the rationale for creating, collecting, exhibiting, and owning works of art. Clarifications: e.g., private, public, and personal art collections
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. Clarifications: e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.1.5:	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	Standard Relation to Course: Supporting
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. Through the study of art exemplars and project-based activities, students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to a variety of time periods and geographical places, and will express their own interpretations in a variety of ways. The course lays a foundation for the art criticism process, examining and comparing how artists have solved visual problems and made meaning across time, place, and culture. Career options related to art history and criticism are also explored. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Special Notes:

Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0100060

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Art - Visual Arts > **SubSubject:**

Art Appreciation/History >

Abbreviated Title: M/J INTRO ART HIST

Course Length: Semester (S)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

M/J Art in World Cultures (#0100070) 2015 - 2022 (current)

Course Standards

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.3.2:	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance. Clarifications: e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.2.3:	Identify art careers that have a financial impact on local communities.
VA.68.F.3.1:	Use technology applications through the art-making process to express community or global concerns.
VA.68.H.1.3:	Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.
VA.68.H.2.1:	Describe how previous cultural trends have led to the development of new art styles.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. Clarifications: e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.O.3.2:	Discuss the communicative differences between specific two- and three-dimensional works of art.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.1.5:	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Standard Relation to Course: Supporting
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.5.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later,

MAFS.K12.MP.7.1:

students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Standard Relation to Course: Supporting

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore art from around the world through project-based activities. Based on directed investigation, students reinterpret selected forms to promote understanding of themes, purposes, symbolism, and traditional formal characteristics. Students compare various cultural responses in art to universal themes, gaining respect for diverse perspectives and the rich heritage shared by cultures from around the world. Supporting geographic, cultural and societal studies, and historical context help students refine their understandings of time and place in global cultures. Students consider the value of preserving these works in today's museums and other public buildings, private collections, and in digital format for sharing and study via the Internet. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0100070

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Art - Visual Arts > **SubSubject:**
Art Appreciation/History >

Abbreviated Title: M/J ART WORLD CULTR

Course Length: Semester (S)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

M/J Art Transfer (#0100220) 2014 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0100220

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Art - Visual Arts > **SubSubject:**
Digital Arts >

Abbreviated Title: M/J ART TRAN

Course Status: Draft - Course Pending Approval

Advanced Placement Art History (#0100300) 2014 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

The course description for this Advanced Placement course is located on the College Board site at apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

Course Number: 0100300

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Art Appreciation/History/Criticism >

Abbreviated Title: AP ART HISTORY

Course Length: Year (Y)

Course Attributes:

- Advanced Placement (AP)

Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)

Humanities (Elementary and Secondary Grades K-12)

Art (Elementary and Secondary Grades K-12)

Introduction to Art History (#0100310) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Clarifications: e.g., symbolism, spatial relationship
VA.912.C.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. Clarifications: e.g., four-dimensional media, motion or multi-media
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.5:	Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting Look for and make use of structure.

MAFS.K12.MP.7.1:

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Standard Relation to Course: Supporting

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. In developing art-specific vocabulary, students explore how the structural elements of art and organizational principles of design have been used to solve artistic challenges and create meaning. Students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to time periods and geographical places. Career options related to art history and criticism are also explored. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Special Notes:

Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0100310

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Art Appreciation/History/Criticism >

Abbreviated Title: INTRO TO ART HIST

Course Length: Semester (S)

Course Level: 2

Number of Credits: Half credit (.5)

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)

Humanities (Elementary and Secondary Grades K-12)

Art (Elementary and Secondary Grades K-12)

Art in World Cultures (#0100320) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. Clarifications: e.g., four-dimensional media, motion or multi-media
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. Clarifications: e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.10:	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment. Clarifications: e.g., belief system, ecology, environment, current visual culture, economy
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Clarifications: e.g., statuary
VA.912.H.2.5:	Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
VA.912.H.2.6:	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design. Clarifications: e.g., historical periods, cultures
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. Clarifications: e.g., drawing, sculpting, digital multi-media
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each

LAFS.910.WHST.3.8:	source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students survey selected works of art, utilitarian artworks, and architecture from around the world. Students explore both the traditional forms and contemporary interpretations, including analysis of purpose, theme, cultural and historical context, formal qualities, symbols, and media. Students explore and compare various cultural responses to universal themes, as evidenced in their art. Students also consider the value of preserving these works in today's museums and other public buildings, private collections, and in digital format. This course may incorporate hands-on activities and consumption of art materials.

GENERAL NOTES

Special Notes:

Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0100320	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Appreciation/History/Criticism >
Number of Credits: Half credit (.5)	Abbreviated Title: ART IN WRLD CULTURES
Course Type: Core Academic Course	Course Length: Semester (S)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Art Education (Secondary Grades 7-12)

Humanities (Elementary and Secondary Grades K-12)

Art (Elementary and Secondary Grades K-12)

Art History and Criticism 1 Honors (#0100330) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.4:	Clarifications: e.g., symbolism, spatial relationship
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA.912.C.3.6:	Clarifications: e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications: e.g., visual, digital, and textual information
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications: e.g., statuary
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and

can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Standard Relation to Course: Supporting

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore the role of art in history and culture through observation and analysis of significant works of art and architecture from Prehistory through the 16th century. Student historians investigate the societal context of works, considering traditional forms and conventions of representation, symbology, and the purposes for which the art was created. The course includes an introduction to the methodologies of art history and criticism, study of the media and techniques used by artists from various cultures and time periods, and use of appropriate terminology in verbal and written analyses of artworks drawn from around the world. Student historians critique and compare works across time and cultures to develop an understanding of, and respect for, the visual arts as a chronicle of history, cultural heritage, and the human experience. This course may incorporate hands-on activities and consumption of art materials.

GENERAL NOTES

Special Notes:

Instructional Practices

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

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

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0100330

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Art Appreciation/History/Criticism >

Abbreviated Title: ART HIST & CRIT 1 H

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)

Humanities (Elementary and Secondary Grades K-12)

Art (Elementary and Secondary Grades K-12)

Art Transfer (#0100990) 2014 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0100990

Course Path: **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Research / Studio / Theory >
Abbreviated Title: ART TRAN
Course Length: Not Applicable

Course Status: Draft - Course Pending Approval

M/J Exploring Two-Dimensional Art (#0101005) 2015 - 2022 (current)

Course Standards

Name	Description
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.1:	Clarifications: e.g., potential to transfer and incorporate technological applications
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
	Create imaginative works to include background knowledge or information from other subjects.
VA.68.H.3.3:	Clarifications: e.g., from history, environment, literary works
VA.68.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.S.1.2:	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
MAFS.6.G.1.1:	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.2:	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.3:	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.4:	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.7.G.1.1:	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Standard Relation to Course: Supporting
MAFS.7.G.1.2:	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. Standard Relation to Course: Supporting
MAFS.7.G.1.3:	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. Standard Relation to Course: Supporting
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully

formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

MAFS.K12.MP.7.1:

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Standard Relation to Course: Supporting

LAFS.6.SL.1.1:

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Standard Relation to Course: Supporting

LAFS.6.SL.1.2:

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

LAFS.6.SL.1.3:

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LAFS.6.SL.2.4:

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

LAFS.68.RST.2.4:

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

LAFS.68.WHST.2.4:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.68.WHST.2.6:

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0101005

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Art - Visual Arts > **SubSubject:**

Art Comprehensive >

Abbreviated Title: M/J EXPLORING 2D ART

Course Length: Semester (S)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)

M/J Two-Dimensional Studio Art 1 (#0101010) 2015 - 2022 (current)

Course Standards

Name	Description
VA.68.C.1.3:	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. Clarifications: e.g., personal, cultural, historical
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. Clarifications: e.g., potential to transfer and incorporate technological applications
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.2.3:	Describe the rationale for creating, collecting, exhibiting, and owning works of art. Clarifications: e.g., private, public, and personal art collections
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects. Clarifications: e.g., from history, environment, literary works
VA.68.O.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.O.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. Clarifications: e.g., digital, presentation, artworks, video/motion
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
MAFS.6.G.1.1:	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.2:	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.3:	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.4:	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.7.G.1.1:	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Standard Relation to Course: Supporting
MAFS.7.G.1.2:	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. Standard Relation to Course: Supporting
MAFS.7.G.1.3:	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. Standard Relation to Course: Supporting
	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

MAFS.K12.MP.5.1:	<p>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
MAFS.K12.MP.7.1:	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
LAFS.6.SL.1.1:	<p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
LAFS.6.SL.1.2:	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
LAFS.6.SL.1.3:	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>
LAFS.6.SL.2.4:	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
LAFS.68.RST.2.4:	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
LAFS.68.WHST.2.4:	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
LAFS.68.WHST.2.6:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0101010

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Art - Visual Arts > **SubSubject:**
 Art Comprehensive >
Abbreviated Title: M/J 2-D STUDIO ART 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

M/J Two-Dimensional Studio Art 2 (#0101020) 2015 - 2022 (current)

Course Standards

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.2:	Evaluate artwork objectively during group assessment to determine areas for refinement.
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.
VA.68.F.1.2:	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
VA.68.F.2.2:	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. Clarifications: e.g., exhibition, sale of art products, technology, entertainment
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. Clarifications: e.g., task: voluntary, assigned; time: long-term group project
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.3:	Describe the rationale for creating, collecting, exhibiting, and owning works of art. Clarifications: e.g., private, public, and personal art collections
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. Clarifications: e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.O.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. Clarifications: e.g., digital, presentation, artworks, video/motion
VA.68.S.1.5:	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
MAFS.6.G.1.1:	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.2:	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.3:	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.4:	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.7.G.1.1:	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Standard Relation to Course: Supporting
MAFS.7.G.1.2:	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. Standard Relation to Course: Supporting
MAFS.7.G.1.3:	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. Standard Relation to Course: Supporting Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

MAFS.K12.MP.5.1:	<p>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.7.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views. <p>Standard Relation to Course: Supporting</p>
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provides a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0101020

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Art - Visual Arts > **SubSubject:**
 Art Comprehensive >

Abbreviated Title: M/J 2-D STUDIO ART 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

M/J Two-Dimensional Studio Art 2 & Career Planning (#0101025) 2019 - 2022 (current)

Course Standards

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.
VA.68.F.2.2:	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. Clarifications: e.g., exhibition, sale of art products, technology, entertainment
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. Clarifications: e.g., task: voluntary, assigned; time: long-term group project
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. Clarifications: e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.S.1.5:	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
MAFS.6.G.1.1:	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.2:	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.3:	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.4:	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.7.G.1.1:	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Standard Relation to Course: Supporting
MAFS.7.G.1.2:	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. Standard Relation to Course: Supporting
MAFS.7.G.1.3:	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. Standard Relation to Course: Supporting
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own

MAFS.K12.MP.6.1:	reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
	Standard Relation to Course: Supporting
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. In tandem with their learning opportunities in 3-D Studio Art, they investigate careers in a wide variety of fields, including the visual and performing arts, guided by the competencies required by Florida Statute. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.html.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0101025

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Art - Visual Arts > **SubSubject:**

Art Comprehensive >

Abbreviated Title: M/J 2D STUD ART 2 CP

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

M/J Two-Dimensional Studio Art 3 (#0101026) 2015 - 2022 (current)

Course Standards

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
VA.68.C.3.2:	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance. Clarifications: e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.1.2:	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
VA.68.F.2.3:	Identify art careers that have a financial impact on local communities.
VA.68.F.2.4:	Present research on the works of local artists and designers to understand the significance of art in the community.
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.2:	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.2:	Explain the impact artwork and utilitarian objects have on the human experience. Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
VA.68.H.3.2:	Clarifications: e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.1.4:	Create artworks that demonstrate skilled use of media to convey personal vision.
VA.68.O.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.O.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.O.3.2:	Discuss the communicative differences between specific two- and three-dimensional works of art.
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent. Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.
VA.68.S.1.3:	Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.2:	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques. Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
MAFS.6.G.1.1:	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.2:	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.3:	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.4:	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.7.G.1.1:	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Standard Relation to Course: Supporting
MAFS.7.G.1.2:	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. Standard Relation to Course: Supporting
MAFS.7.G.1.3:	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. Standard Relation to Course: Supporting Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

MAFS.K12.MP.5.1:	<p>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.8.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <p>Standard Relation to Course: Supporting</p>
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Students extend to an advanced level techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students proficiently manipulate the structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 0101026

Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Art - Visual Arts > **SubSubject:**
Art Comprehensive >

Abbreviated Title: M/J 2D STUDIO ART 3

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

M/J Exploring Three-Dimensional Art (#0101035) 2015 - 2022

(current)

Course Standards

Name	Description
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.1:	<p>Clarifications: e.g., potential to transfer and incorporate technological applications</p>
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.2.4:	Explain the purpose of public art in the community.
	Create imaginative works to include background knowledge or information from other subjects.
VA.68.H.3.3:	<p>Clarifications: e.g., from history, environment, literary works</p>
VA.68.O.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.S.1.2:	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	<p>Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources</p>
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MAFS.6.G.1.1:	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.2:	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.3:	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.4:	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.7.G.1.1:	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Standard Relation to Course: Supporting
MAFS.7.G.1.2:	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. Standard Relation to Course: Supporting
MAFS.7.G.1.3:	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. Standard Relation to Course: Supporting
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
	Attend to precision.

MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.6.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <p>Standard Relation to Course: Supporting</p>
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Students learn to translate their two-dimensional skills into three-dimensional forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include, but are not limited to, clay, plaster, and mixed media for creative expression. These student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context as they design and produce works of art with personal expression. Students in M/J Exploring Three-Dimensional Art focus on use of safety procedures for process, media, and techniques. This course incorporates hands-on activities and consumption of art materials.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0101035

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >

Abbreviated Title: M/J EXPLORING 3D ART

Course Length: Semester (S)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

M/J Three-Dimensional Studio Art 1 (#0101040) 2015 - 2022

(current)

Course Standards

Name	Description
VA.68.C.1.3:	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. Clarifications: e.g., personal, cultural, historical
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. Clarifications: e.g., potential to transfer and incorporate technological applications
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.2.4:	Explain the purpose of public art in the community.
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects. Clarifications: e.g., from history, environment, literary works
VA.68.O.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.O.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. Clarifications: e.g., digital, presentation, artworks, video/motion
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MAFS.6.G.1.1:	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.2:	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.3:	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.4:	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.7.G.1.1:	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Standard Relation to Course: Supporting
MAFS.7.G.1.2:	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. Standard Relation to Course: Supporting
MAFS.7.G.1.3:	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. Standard Relation to Course: Supporting
	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

MAFS.K12.MP.5.1:	<p>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.6.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <p>Standard Relation to Course: Supporting</p>
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students begin an exploration of the structural elements of art used when creating 3-D forms. Additive and subtractive processes are used to manipulate and construct sculptural or ceramic forms in media that may include, but are not limited to clay, wood, plaster, found objects, and paper maché, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists examine the effects of attention to detail, size, position, overlapping, visual pattern, and texture, and these considerations will be reflected in the surface and structural qualities of completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0101040

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Art - Visual Arts > **SubSubject:**

Art Comprehensive >

Abbreviated Title: M/J 3-D STUDIO ART 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

M/J Three-Dimensional Studio Art 2 (#0101050) 2015 - 2022

(current)

Course Standards

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.1:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. Clarifications: e.g., potential to transfer and incorporate technological applications
VA.68.F.2.2:	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. Clarifications: e.g., exhibition, sale of art products, technology, entertainment
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. Clarifications: e.g., task: voluntary, assigned; time: long-term group project
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.3:	Describe the rationale for creating, collecting, exhibiting, and owning works of art. Clarifications: e.g., private, public, and personal art collections
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. Clarifications: e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.O.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. Clarifications: e.g., digital, presentation, artworks, video/motion
VA.68.S.1.2:	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MAFS.6.G.1.1:	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.2:	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.3:	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.4:	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.7.G.1.1:	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Standard Relation to Course: Supporting
MAFS.7.G.1.2:	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. Standard Relation to Course: Supporting
MAFS.7.G.1.3:	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

	<p>Standard Relation to Course: Supporting</p> <p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
MAFS.K12.MP.5.1:	<p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
MAFS.K12.MP.6.1:	<p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
MAFS.K12.MP.7.1:	<p>Standard Relation to Course: Supporting</p> <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>
LAFS.68.RST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.4:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.2.6:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1:	<p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
LAFS.7.SL.1.2:	Standard Relation to Course: Supporting
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore spatial relationships to create utilitarian forms or aesthetic structures. This course may include, but is not limited to, content in green or environmental design, sculpture, or ceramics. Students will examine subordinate and dominant components and implied line, and the processes and techniques for substitution may include draped, molded, or soft forms. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Students use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

GENERAL INFORMATION

Course Number: 0101050

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Art - Visual Arts > **SubSubject:**
Art Comprehensive >

Abbreviated Title: M/J 3-D STUDIO ART 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

M/J Three-Dimensional Studio Art 3 (#0101060) 2015 - 2022

(current)

Course Standards

Name	Description
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.2:	Evaluate artwork objectively during group assessment to determine areas for refinement.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
VA.68.C.3.2:	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance. Clarifications: e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.1.2:	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
VA.68.F.2.4:	Present research on the works of local artists and designers to understand the significance of art in the community.
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.2:	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.1:	Describe how previous cultural trends have led to the development of new art styles.
VA.68.H.2.2:	Explain the impact artwork and utilitarian objects have on the human experience.
VA.68.H.3.1:	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.1.4:	Create artworks that demonstrate skilled use of media to convey personal vision.
VA.68.O.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.O.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.O.3.2:	Discuss the communicative differences between specific two- and three-dimensional works of art.
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent. Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.
VA.68.S.1.3:	Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.68.S.3.2:	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques. Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MAFS.6.G.1.1:	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.2:	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.3:	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.6.G.1.4:	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. Standard Relation to Course: Supporting
MAFS.7.G.2.4:	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. Standard Relation to Course: Supporting
MAFS.7.G.2.5:	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. Standard Relation to Course: Supporting
MAFS.7.G.2.6:	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. Clarifications: Examples of Opportunities for In-Depth Focus Work toward meeting this standard draws together grades 3–6 work with geometric measurement. Standard Relation to Course: Supporting

MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.68.RST.2.4:	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>
LAFS.68.WHST.2.4:	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
LAFS.68.WHST.2.6:	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
LAFS.8.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <p>Standard Relation to Course: Supporting</p>
LAFS.8.SL.1.2:	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
LAFS.8.SL.1.3:	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
LAFS.8.SL.2.4:	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Students make creative use of a set of combined relationships with innovative treatment of space to produce utilitarian forms or aesthetic structures. Student artists may work in, but are not confined to, content in green or environmental design, sculpture, ceramics, or installation art, creating maquettes, casting, and carving. Students explore abstraction and the relationship of scale (i.e., hand-held, human, or monumental) and disproportionate or exaggerated scale, as well as tension, grouping, proximity, and containment. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level

words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0101060

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Art - Visual Arts > **SubSubject:**

Art Comprehensive >

Abbreviated Title: M/J 3D STUDIO ART 3

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

M/J Visual Art 1 (#0101100) 2015 - 2022 (current)

Course Standards

Name	Description
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
VA.68.F.1.4:	Use technology skills to create an imaginative and unique work of art. Clarifications: e.g., convey depth, scale
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.3.1:	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
MAFS.7.G.1.1:	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
MAFS.7.G.1.2:	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
MAFS.7.G.1.3:	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.6.SL.1.1:	<ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

General Course Information and Notes

GENERAL NOTES

Students are introduced to the rigor and routine of the art production process including: planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2D and 3D media, skills and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students develop technical skills, foster their expressive abilities and employ the use of the elements of art throughout the production process.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

Course Number: 0101100

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Art - Visual Arts > **SubSubject:**

Art Comprehensive >

Abbreviated Title: M/J VISUAL ART 1

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

M/J Visual Art 2 (#0101110) 2015 - 2022 (current)

Course Standards

Name	Description
VA.68.C.1.3:	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. Clarifications: e.g., personal, cultural, historical
VA.68.C.3.2:	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance. Clarifications: e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. Clarifications: e.g., potential to transfer and incorporate technological applications
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. Clarifications: e.g., identify facts, ideas, problem-solving skills
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects. Clarifications: e.g., from history, environment, literary works
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.O.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MAFS.7.G.1.1:	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
MAFS.7.G.1.2:	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
MAFS.7.G.1.3:	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
LAFS.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Students investigate contemporary and historical art themes using 2D and 3D media, skills and techniques; while engaging in the art production process within a studio arts environment. Projects may include but are not limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students create new meaning from various media formats, and communicate artistic ideas through the intentional use of the elements of art within their work. Students interpret meaning in their artwork and the artwork of others through discussion, on various artistic concepts, viewpoints, and themes; drawing their own conclusions and employing this knowledge both expressively and technically.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

Course Number: 0101110

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Art - Visual Arts > **SubSubject:**

Art Comprehensive >

Abbreviated Title: M/J VISUAL ART 2

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

M/J Visual Art 3 (#0101120) 2015 - 2022 (current)

Course Standards

Name	Description
VA.68.C.2.1:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.1:	Use technology applications through the art-making process to express community or global concerns.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. Clarifications: e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MAFS.7.G.1.1:	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
MAFS.7.G.1.2:	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
MAFS.7.G.1.3:	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Students manipulate 2D and 3D media, skills and techniques toward a desired project outcome within a studio art environment through the exploration of either contemporary or historical art viewpoints. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students explain the significance of their personal artwork, investigate multiple artistic project solutions, and create expressive and technically rigorous artwork requiring sequentially ordered procedures and specified media to achieve intended results. Students actively employ thoughtful use of the elements and principles of art throughout the art production process with the intention of creating unified pieces of artwork.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

Course Number: 0101120

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Art - Visual Arts > **SubSubject:**

Art Comprehensive >

Abbreviated Title: M/J VISUAL ART 3

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Two-Dimensional Studio Art 1 (#0101300) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Clarifications: e.g., symbolism, spatial relationship
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. Clarifications: e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Clarifications: e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.1:	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery. Clarifications: e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Clarifications: e.g., media: ceramics, glass, wet, dry, digital

	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 0101300

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Art Comprehensive >

Abbreviated Title: 2-D STUDIO ART 1

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Two-Dimensional Studio Art 2 (#0101310) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.2:	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. Clarifications: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. Clarifications: e.g., presentation software, video, sound, open-access collaborative web applications
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. Clarifications: e.g., information literacy; media
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.10:	Apply rules of convention to create purposeful design. Clarifications: e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.5:	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. Clarifications: e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources

VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Clarifications: e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Clarifications: e.g., drawing: complex composition; architectural rendering; plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0101310	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive >
Number of Credits: One (1) credit	Abbreviated Title: 2-D STUDIO ART 2
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Two-Dimensional Studio Art 3 Honors (#0101320) 2015 - 2022

(current)

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
	Use analytical skills to examine issues in non-visual art contexts.
VA.912.C.3.4:	Clarifications: e.g., review objective facts; suspend judgment; see the parts, visualize the finished product
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
	Research and report technological developments to identify influences on society.
VA.912.H.1.7:	Clarifications: e.g., Camera Obscura, digital media
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications: e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
	Describe processes and techniques used to record visual imagery.
VA.912.S.1.6:	Clarifications: e.g., drawing, sculpting, digital multi-media
	Manipulate lighting effects, using various media to create desired results.
VA.912.S.1.7:	Clarifications: e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
	Use diverse media and techniques to create paintings that represent various genres and schools of painting.
VA.912.S.1.9:	Clarifications: e.g., wet media, technology
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.4:	Clarifications:

	e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0101320

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Art Comprehensive >

Abbreviated Title: 2-D STUDIO ART 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Three-Dimensional Studio Art 1 (#0101330) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Clarifications: e.g., symbolism, spatial relationship
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities. Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. Clarifications: e.g., visual, digital, and textual information
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences. Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
VA.912.H.2.4:	Clarifications: e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.1:	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks. Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10

	<p>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.1:	
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.5.1:	
	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	
	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting

GENERAL INFORMATION

Course Number: 0101330

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Art - Visual Arts >
SubSubject: Art Comprehensive >

Abbreviated Title: 3-D STUDIO ART 1

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Three-Dimensional Studio Art 2 (#0101340) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.2:	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. Clarifications: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. Clarifications: e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MAFS.912.G-CO.1.1:	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.2:	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). Standard Relation to Course: Supporting
MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting

MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.12:	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. Clarifications: Geometry - Fluency Recommendations Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.13:	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. Standard Relation to Course: Supporting
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

VERSION DESCRIPTION

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0101340

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Art Comprehensive >

Abbreviated Title: 3-D STUDIO ART 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Three-Dimensional Studio Art 3 Honors (#0101350) 2015 -

2022 (current)

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Clarifications: e.g., statuary
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Clarifications: e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MAFS.912.G-CO.1.1:	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.2:	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). Standard Relation to Course: Supporting

MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.12:	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. Clarifications: Geometry - Fluency Recommendations Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.13:	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. Standard Relation to Course: Supporting
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0101350

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Art Comprehensive >

Abbreviated Title: 3-D STUDIO ART 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Creating Two-Dimensional Art (#0101355) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Clarifications: e.g., symbolism, spatial relationship
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

MAFS.912.G-CO.4.12:	<p>Clarifications: Geometry - Fluency Recommendations</p> <p>Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.912.G-CO.4.13:	<p>Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0101355

Course Path: Section: Grades PreK to 12 Education
 Courses > Grade Group: Grades 9 to 12 and Adult
 Education Courses > Subject: Art - Visual Arts >

SubSubject: Art Comprehensive >
Abbreviated Title: CREATING 2-D ART
Course Length: Semester (S)
Course Level: 2

Number of Credits: Half credit (.5)
Course Type: Core Academic Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Creating Three-Dimensional Art (#0101365) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Clarifications: e.g., symbolism, spatial relationship
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

MAFS.912.G-CO.4.12:	<p>Clarifications: Geometry - Fluency Recommendations</p> <p>Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.912.G-CO.4.13:	<p>Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Students in Creating Three-Dimensional Art, investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating 3-D artworks, which may include sculpture, assemblage, and/or ceramics. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0101365

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 9 to 12 and Adult
 Education Courses > **Subject:** Art - Visual Arts >
SubSubject: Art Comprehensive >
Abbreviated Title: CREATING 3-D ART
Course Length: Semester (S)

Number of Credits: Half credit (.5)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Cambridge AICE Art and Design 1 AS Level (#0101370) 2014 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit visitcie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 0101370	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive >
Number of Credits: One (1) credit	Abbreviated Title: AICE ART&DESIGN 1 AS
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Grade Level(s): 9,10,11,12	Course Level: 3
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Cambridge AICE Art and Design 2 A Level (#0101371) 2014 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL NOTES

The course description for this AICE course is provided through the AICE program at: cie.org.uk/qualifications/academic/uppersec/alevel/subject?assdef_id=733.

GENERAL INFORMATION

Course Number: 0101371

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Art Comprehensive >

Abbreviated Title: AICE ART&DESIGN 2 AL

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE Art and Design: 3D Studies IGCSE Level (#0101375) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit visitcie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/.

GENERAL INFORMATION

Course Number: 0101375	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AICE ART&DES3DIG
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Fine Craft Studio Art 1 (#0101440) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Clarifications: e.g., symbolism, spatial relationship
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.3:	Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.H.1.6:	Create a timeline for the development of artists' materials to show multiple influences on the use of art media. Clarifications: e.g., economic, political, cultural, religious
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.1:	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Clarifications: e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.9:	Manipulate and embellish malleable or rigid materials to construct representational or abstract forms. Clarifications: e.g., enameling, fiber or metal construction, ceramics
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from

LAFS.910.SL.1.1:	<p>texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students create well-designed work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Students develop the language of fine craft through a concentration on fundamental technical skills. Student artisans reflect on aesthetics and visual issues related to fine craft through the use of the structural elements of art and organizational principles of design. Students use analytical and problem-solving skills to improve personal work and that of their peers. Students investigate the significance of Western and non-Western cultures related to understanding the art role in global culture and informing creative choices in media and design. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0101440

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Art Comprehensive >

Abbreviated Title: FIN CFT STUD ART 1

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Fine Craft Studio Art 2 (#0101450) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. Clarifications: e.g., four-dimensional media, motion or multi-media
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art." Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA.912.C.3.6:	Clarifications: e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.2:	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. Clarifications: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. Clarifications: e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.10:	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment. Clarifications: e.g., belief system, ecology, environment, current visual culture, economy
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Clarifications: e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Clarifications: e.g., media: ceramics, glass, wet, dry, digital
	Manipulate and embellish malleable or rigid materials to construct representational or abstract forms.

VA.912.S.3.9:	Clarifications: e.g., enameling, fiber or metal construction, ceramics
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students create well-designed and individually conceptualized work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Student artisans reflect on aesthetics and visual issues related to media and organizational principles of design, manipulating them to create works of art that are progressively more innovative. Increasingly sophisticated oral and written analytical problem-solving skills are employed to improve personal and/or group work and reinforce the ability to self-diagnose and decide on

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0101450	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Art Comprehensive >
Number of Credits: One (1) credit	Abbreviated Title: FIN CFT STUD ART 2
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

M/J Creative Photography 1 (#0102040) 2015 - 2022 (current)

Course Standards

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Name	Description
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. Clarifications: e.g., potential to transfer and incorporate technological applications
VA.68.F.1.3:	Investigate and describe how technology inspires and affects new applications and adaptations in art.
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.2:	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.2.3:	Describe the rationale for creating, collecting, exhibiting, and owning works of art. Clarifications: e.g., private, public, and personal art collections
VA.68.H.3.1:	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects. Clarifications: e.g., from history, environment, literary works
VA.68.O.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.O.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore the aesthetic foundations of art using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Processes and techniques for image capture and printing may include, but are not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, photo collage, cross-processing, emerging technologies and new media. Content covers the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0102040

Course Path: **Section:** Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Art - Visual Arts > **SubSubject:**
 Photography >

Abbreviated Title: M/J CREATIVE PHOTO 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Art Education (Secondary Grades 7-12)

M/J Creative Photography 2 (#0102050) 2015 - 2022 (current)

Course Standards

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.1:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.2:	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance. Clarifications: e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
VA.68.F.1.2:	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
VA.68.F.1.3:	Investigate and describe how technology inspires and affects new applications and adaptations in art.
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.1:	Use technology applications through the art-making process to express community or global concerns. Collaborate with peers to complete an art task and develop leadership skills.
VA.68.F.3.3:	Clarifications: e.g., task: voluntary, assigned; time: long-term group project
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.1:	Describe how previous cultural trends have led to the development of new art styles. Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
VA.68.H.3.2:	Clarifications: e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.O.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.S.1.2:	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.3.2:	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques. Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Use appropriate tools strategically.

MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students advance their technical and aesthetic foundations in photographic techniques. This course may include, but is not limited to, color and/or black and white photography, researching the history of photography, making connections to contemporary and community photographers, critiquing using varied techniques, and experimenting with a variety of photographic media which may include, but is not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, cyanotypes, medium format, photo collage, color photography, cross-processing, creative filters, macro, panoramic, digital output on a variety of media, emerging technologies and new media. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0102050

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Art - Visual Arts > **SubSubject:** Photography >

Abbreviated Title: M/J CREATIVE PHOTO 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Ceramics/Pottery 1 (#0102300) 2015 - 2022 (current)

Course Standards

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Clarifications: e.g., symbolism, spatial relationship
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. Clarifications: e.g., visual, digital, and textual information
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. Clarifications: e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.1:	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images

LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0102300

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Art - Visual Arts >
SubSubject: Ceramics / Pottery >
Abbreviated Title: CERAM/POT 1

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Ceramics/Pottery 1 (#0102305) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Clarifications: e.g., symbolism, spatial relationship
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials. Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings. Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences. Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks. Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore how much space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0102305

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Ceramics / Pottery >

Abbreviated Title: CERAM/POT 1

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Ceramics/Pottery 2 (#0102310) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.2:	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. Clarifications: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. Clarifications: e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively

	incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.5.1:	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.6.1:	Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
MAFS.K12.MP.7.1:	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. Media may include, but are not limited to, clay and/or plaster with consideration of the workability, durability, cost, and toxicity of the media used. Ceramic and/or pottery artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0102310

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Ceramics / Pottery >

Abbreviated Title: CERAM/POT 2

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Ceramics/Pottery 3 Honors (#0102320) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Clarifications: e.g., statuary
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Clarifications: e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions

when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LAFS.1112.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold making. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Art - Visual Arts >

Course Number: 0102320

SubSubject: Ceramics / Pottery >
Abbreviated Title: CERAM/POT 3 HON
Course Length: Year (Y)
Course Attributes:
• Honors
Course Level: 3

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Cambridge AICE Art & Design - Ceramics AS Level (#0102330) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit visitcie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/

GENERAL INFORMATION

Course Number: 0102330	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Ceramics / Pottery >
Number of Credits: One (1) credit	Abbreviated Title: AICE ART&DES CER AS
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Arts Collaboration: Designing Solutions for Art, Work, and Life Honors (#0102340) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.3.3:	Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.8:	Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective. Clarifications: e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Clarifications: e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.912.G-GMD.2.4:	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. Standard Relation to Course: Supporting
MAFS.912.G-MG.1.1:	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). ★ Standard Relation to Course: Supporting
MAFS.912.G-MG.1.2:	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). ★ Standard Relation to Course: Supporting
MAFS.912.G-MG.1.3:	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). ★ Standard Relation to Course: Supporting
	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

MAFS.K12.MP.5.1:	<p>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Students in this inquiry-based course use arts processes to explore and imagine new connections and/or postulate solutions to real-world problems. Using a combined seminar, studio, and business management approach, this teacher-facilitated, yet highly independent setting requires that students use their individual strengths and interests in one or more arts, in combination with other content areas and current and emerging technology as needed, to examine local, cultural, historical, technical, and/or global interests relative to life and work in a creative, global economy. Significant independent research, class discussion, and analysis are required.

GENERAL NOTES

Time, materials, and technologies needed for project development should be provided to students to the greatest extent possible. This course requires significant independent research and project development, some of which may necessitate out-of-school and/or off-campus class work. Interaction with an individual and/or group for consultation, project development, or service may also require out-of-school and/or off-campus time. In-person interaction is strongly encouraged; frequency and distance may determine the degree to which technology-supported interaction is necessary in place of, or in addition to, face-to-face interaction.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0102340

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Art Comprehensive >

Abbreviated Title: ART COLLAB DSGN HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

M/J Digital Art & Design 1 (#0103000) 2015 - 2022 (current)

Course Standards

Name	Description
VA.68.C.1.3:	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. Clarifications: e.g., personal, cultural, historical
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. Clarifications: e.g., potential to transfer and incorporate technological applications
VA.68.F.1.4:	Use technology skills to create an imaginative and unique work of art. Clarifications: e.g., convey depth, scale
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues. Describe the rationale for creating, collecting, exhibiting, and owning works of art.
VA.68.H.2.3:	Clarifications: e.g., private, public, and personal art collections
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects. Clarifications: e.g., from history, environment, literary works
VA.68.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.O.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.O.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. Clarifications: e.g., digital, presentation, artworks, video/motion
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	Standard Relation to Course: Supporting
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

MAFS.K12.MP.5.1:	<p>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0103000

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Art - Visual Arts > **SubSubject:**
 Digital Arts >

Abbreviated Title: M/J DIG ART & DES 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art (Elementary and Secondary Grades K-12)

M/J Digital Art & Design 2 (#0103010) 2015 - 2022 (current)

Course Standards

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.2:	Evaluate artwork objectively during group assessment to determine areas for refinement.
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.
	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.1:	Clarifications: e.g., potential to transfer and incorporate technological applications
	Use technology skills to create an imaginative and unique work of art.
VA.68.F.1.4:	Clarifications: e.g., convey depth, scale
	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
VA.68.F.2.2:	Clarifications: e.g., exhibition, sale of art products, technology, entertainment
	Collaborate with peers to complete an art task and develop leadership skills.
VA.68.F.3.3:	Clarifications: e.g., task: voluntary, assigned; time: long-term group project
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
VA.68.H.2.3:	Clarifications: e.g., private, public, and personal art collections
VA.68.H.3.1:	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
VA.68.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.O.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
VA.68.O.3.1:	Clarifications: e.g., digital, presentation, artworks, video/motion
VA.68.S.1.2:	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.1.5:	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
VA.68.S.3.4:	Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1:	<ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.
	Standard Relation to Course: Supporting
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

MAFS.K12.MP.5.1:	<p>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Students develop and refine concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0103010

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Art - Visual Arts > **SubSubject:**
 Digital Arts >

Abbreviated Title: M/J DIG ART & DES 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art (Elementary and Secondary Grades K-12)

M/J Digital Art and Design 3 (#0103020) 2015 - 2022 (current)

Course Standards

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.1:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.1.2:	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks. Use technology skills to create an imaginative and unique work of art.
VA.68.F.1.4:	Clarifications: e.g., convey depth, scale
VA.68.F.2.4:	Present research on the works of local artists and designers to understand the significance of art in the community.
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.1:	Use technology applications through the art-making process to express community or global concerns.
VA.68.F.3.2:	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.2:	Explain the impact artwork and utilitarian objects have on the human experience.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. Clarifications: e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.1.4:	Create artworks that demonstrate skilled use of media to convey personal vision.
VA.68.O.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.O.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.O.3.2:	Discuss the communicative differences between specific two- and three-dimensional works of art.
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent. Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.
VA.68.S.1.3:	Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.3.2:	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2:	Standard Relation to Course: Supporting Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

MAFS.K12.MP.5.1:	<p>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Students become proficient in, and refine, their use of concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Students' increasingly independent approach to their work promotes risk-taking in the completion of conceptually based, self-directed work. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0103020

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Art - Visual Arts > **SubSubject:**
 Digital Arts >

Abbreviated Title: M/J DIG ART DESIGN 3

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Advanced Placement Drawing (#0104300) 2019 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

The course description for this Advanced Placement courses is located on the College Board site at apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

This course was previously titled "AP Studio Art/Drawing".

GENERAL INFORMATION

Course Number: 0104300	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting >
Number of Credits: One (1) credit	Abbreviated Title: AP DRAWING
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">Advanced Placement (AP)
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Drawing 1 (#0104335) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Clarifications: e.g., symbolism, spatial relationship
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. Clarifications: e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Clarifications: e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in

MAFS.912.G-CO.1.2:	the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
MAFS.912.G-CO.4.12:	<div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Geometry - Fluency Recommendations</p> <p>Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.</p> </div>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0104335	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting >
Number of Credits: Half credit (.5)	Abbreviated Title: DRAW 1
Course Type: Core Academic Course	Course Length: Semester (S)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Drawing 1 (#0104340) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Clarifications: e.g., symbolism, spatial relationship
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. Clarifications: e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Clarifications: e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.1:	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery. Clarifications: e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Clarifications: e.g., media: ceramics, glass, wet, dry, digital

VA.912.S.3.10:	<p>Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.</p> <p>Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
MAFS.912.G-CO.1.1:	<p>Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.912.G-CO.1.2:	<p>Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).</p> <p>Standard Relation to Course: Supporting</p>
MAFS.912.G-CO.1.3:	<p>Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.912.G-CO.1.4:	<p>Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.912.G-CO.1.5:	<p>Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.912.G-CO.4.12:	<p>Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</p> <p>Clarifications: Geometry - Fluency Recommendations</p> <p>Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.912.G-CO.4.13:	<p>Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.910.RST.2.4:	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>

LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0104340	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting >
Number of Credits: One (1) credit	Abbreviated Title: DRAW 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Drawing 2 (#0104350) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.2:	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. Clarifications: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. Clarifications: e.g., presentation software, video, sound, open-access collaborative web applications
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. Clarifications: e.g., information literacy; media
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.10:	Apply rules of convention to create purposeful design. Clarifications: e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.5:	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. Clarifications: e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources

VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Clarifications: e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Clarifications: e.g., drawing: complex composition; architectural rendering; plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MAFS.912.G-CO.1.1:	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.2:	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). Standard Relation to Course: Supporting
MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.12:	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometry software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. Clarifications: Geometry - Fluency Recommendations Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.13:	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. Standard Relation to Course: Supporting
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0104350

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Drawing / Painting >

Abbreviated Title: DRAW 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Drawing 3 Honors (#0104360) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.C.3.4:	Use analytical skills to examine issues in non-visual art contexts. Clarifications: e.g., review objective facts; suspend judgment; see the parts, visualize the finished product
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.7:	Research and report technological developments to identify influences on society. Clarifications: e.g., Camera Obscura, digital media
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Clarifications: e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. Clarifications: e.g., drawing, sculpting, digital multi-media
VA.912.S.1.7:	Manipulate lighting effects, using various media to create desired results. Clarifications: e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.1.9:	Use diverse media and techniques to create paintings that represent various genres and schools of painting. Clarifications: e.g., wet media, technology
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications:

	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination. Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MAFS.912.G-CO.1.1:	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.2:	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). Standard Relation to Course: Supporting
MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.12:	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. Clarifications: Geometry - Fluency Recommendations Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.13:	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. Standard Relation to Course: Supporting
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students demonstrate proficiency in the conceptual development of content in drawing to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0104360	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting >
Number of Credits: One (1) credit	Abbreviated Title: DRAW 3 HON Course Length: Year (Y) Course Attributes: • Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: Draft - Course Pending Approval	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Painting 1 (#0104365) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Clarifications: e.g., symbolism, spatial relationship
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. Clarifications: e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Clarifications: e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,

MAFS.K12.MP.5.1:	<p>concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0104365	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts >
Number of Credits: Half credit (.5)	SubSubject: Drawing / Painting >
Course Type: Core Academic Course	Abbreviated Title: PAINT 1
Course Status: Draft - Course Pending Approval	Course Length: Semester (S)
Grade Level(s): 9,10,11,12	Course Level: 2
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Painting 1 (#0104370) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Clarifications: e.g., symbolism, spatial relationship
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. Clarifications: e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Clarifications: e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.1:	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery. Clarifications: e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Clarifications: e.g., media: ceramics, glass, wet, dry, digital

VA.912.S.3.10:	<p>Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.</p> <p>Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
MAFS.912.G-CO.1.1:	<p>Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.912.G-CO.1.2:	<p>Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).</p> <p>Standard Relation to Course: Supporting</p>
MAFS.912.G-CO.1.3:	<p>Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.912.G-CO.1.4:	<p>Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.912.G-CO.1.5:	<p>Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.912.G-CO.4.12:	<p>Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</p> <p>Clarifications: Geometry - Fluency Recommendations</p> <p>Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.912.G-CO.4.13:	<p>Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.910.RST.2.4:	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>

LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0104370	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting >
Number of Credits: One (1) credit	Abbreviated Title: PAINT 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Painting 2 (#0104380) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.2:	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. Clarifications: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. Clarifications: e.g., presentation software, video, sound, open-access collaborative web applications
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. Clarifications: e.g., information literacy; media
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.10:	Apply rules of convention to create purposeful design. Clarifications: e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.5:	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. Clarifications: e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources

VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Clarifications: e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Clarifications: e.g., drawing: complex composition; architectural rendering; plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MAFS.912.G-CO.1.1:	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.2:	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). Standard Relation to Course: Supporting
MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.12:	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometry software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. Clarifications: Geometry - Fluency Recommendations Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.13:	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. Standard Relation to Course: Supporting
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students develop and refine technical skills and create 2-D compositions in painting. Student artists manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0104380

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Drawing / Painting >

Abbreviated Title: PAINT 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Painting 3 Honors (#0104390) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks. Use analytical skills to examine issues in non-visual art contexts.
VA.912.C.3.4:	Clarifications: e.g., review objective facts; suspend judgment; see the parts, visualize the finished product
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes. Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics. Research and report technological developments to identify influences on society.
VA.912.H.1.7:	Clarifications: e.g., Camera Obscura, digital media
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences. Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications: e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques. Describe processes and techniques used to record visual imagery.
VA.912.S.1.6:	Clarifications: e.g., drawing, sculpting, digital multi-media
VA.912.S.1.7:	Manipulate lighting effects, using various media to create desired results. Clarifications: e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.1.9:	Use diverse media and techniques to create paintings that represent various genres and schools of painting. Clarifications: e.g., wet media, technology
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship. Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications:

	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination. Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MAFS.912.G-CO.1.1:	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.2:	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). Standard Relation to Course: Supporting
MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.12:	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. Clarifications: Geometry - Fluency Recommendations Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.13:	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. Standard Relation to Course: Supporting
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students demonstrate proficiency in the conceptual development of content in painting to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0104390	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting >
Number of Credits: One (1) credit	Abbreviated Title: PAINT 3 HON Course Length: Year (Y) Course Attributes: • Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: Draft - Course Pending Approval	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Figure Drawing (#0104410) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Clarifications: e.g., symbolism, spatial relationship
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. Clarifications: e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Clarifications: e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.1:	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery. Clarifications: e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Clarifications: e.g., media: ceramics, glass, wet, dry, digital

	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.912.G-MG.1.1:	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). ★ Standard Relation to Course: Supporting
MAFS.912.G-MG.1.2:	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). ★ Standard Relation to Course: Supporting
MAFS.912.G-MG.1.3:	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). ★ Standard Relation to Course: Supporting
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in figure drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0104410	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting >
Number of Credits: One (1) credit	Abbreviated Title: FIG DRAW
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE Art and Design: Painting and Related Media IGCSE Level (#0104415) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit visitcie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/.

GENERAL INFORMATION

Course Number: 0104415	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AICE A&D P&M IG
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Cambridge AICE Art and Design - Painting & Related Media AS Level (#0104420) 2014 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/

GENERAL INFORMATION

Course Number: 0104420	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Drawing / Painting >
Number of Credits: One (1) credit	Abbreviated Title: AICE ART&DES P&M AS
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE Art and Design: Textile Design IGCSE Level (#0105315) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit visitcie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/.

GENERAL INFORMATION

Course Number: 0105315	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Fabrics / Fibers >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AICE A&D TD IG
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Cambridge AICE Art and Design - Graphic Design AS Level (#0106320) 2014 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/

GENERAL INFORMATION

Course Number: 0106320	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts >
Number of Credits: One (1) credit	Abbreviated Title: AICE ART&DES GD AS
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Grade Level(s): 9,10,11,12	Course Level: 3
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Art (Elementary and Secondary Grades K-12)
Art Education (Secondary Grades 7-12)

Film 1 (#0107410) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history. Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process. Describe processes and techniques used to record visual imagery.
VA.912.S.1.6:	Clarifications: e.g., drawing, sculpting, digital multi-media
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. Clarifications: e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks. Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

	<p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.5.1:	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.6.1:	Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
MAFS.K12.MP.7.1:	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. The instructional focus will be on film. Students produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0107410

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Photography >

Abbreviated Title: FILM 1

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Drama (Grades 6-12)

Film 2 (#0107420) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. Clarifications: e.g., information literacy; media
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. Clarifications: e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Clarifications: e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.7:	Manipulate lighting effects, using various media to create desired results. Clarifications: e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. Clarifications: e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. Clarifications: e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications:

	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0107420
Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Art - Visual Arts >
SubSubject: Photography >
Abbreviated Title: FILM 2
Course Length: Year (Y)
Course Level: 2
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art (Elementary and Secondary Grades K-12)
Drama (Grades 6-12)

Film 3 Honors (#0107430) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.1:	Clarifications: e.g., presentation software, video, sound, open-access collaborative web applications
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
VA.912.H.1.8:	Clarifications: e.g., patronage, authority, iconography, gender, semiotics, deconstruction
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications: e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.3:	Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
VA.912.S.1.5:	Clarifications: e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.4:	Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.

VA.912.S.3.12:	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations in video formats. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design and produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process,

students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0107430

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Photography >

Abbreviated Title: FILM 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Drama (Grades 6-12)

Visual Technology 1 (#0107440) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history. Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process. Describe processes and techniques used to record visual imagery.
VA.912.S.1.6:	Clarifications: e.g., drawing, sculpting, digital multi-media
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. Clarifications: e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks. Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

	<p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.5.1:	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.6.1:	Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
MAFS.K12.MP.7.1:	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce animated digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0107440

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Photography >

Abbreviated Title: VISUAL TECH 1

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Drama (Grades 6-12)

Visual Technology 2 (#0107450) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. Clarifications: e.g., information literacy; media
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. Clarifications: e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Clarifications: e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.7:	Manipulate lighting effects, using various media to create desired results. Clarifications: e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. Clarifications: e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. Clarifications: e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications:

	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations. As they become more adept at using the tools and techniques available to them, students design animated digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0107450
Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Art - Visual Arts >
SubSubject: Photography >
Abbreviated Title: VISUAL TECH 2
Course Length: Year (Y)
Course Level: 2
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art (Elementary and Secondary Grades K-12)
Drama (Grades 6-12)

Visual Technology 3 Honors (#0107460) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.1:	Clarifications: e.g., presentation software, video, sound, open-access collaborative web applications
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
VA.912.H.1.8:	Clarifications: e.g., patronage, authority, iconography, gender, semiotics, deconstruction
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications: e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.3:	Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
VA.912.S.1.5:	Clarifications: e.g., snapshot vs. photograph, drawing vs. digital mark-making
	Use technology to simulate art-making processes and techniques.
VA.912.S.1.8:	Clarifications: e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.4:	Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools

VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
	Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications

to design, create, and display original two-dimensional animations which may also be presented in web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0107460	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography >
Number of Credits: One (1) credit	Abbreviated Title: VISUAL TECH 3 HON Course Length: Year (Y) Course Attributes: <ul style="list-style-type: none">• Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: Draft - Course Pending Approval	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Art (Elementary and Secondary Grades K-12)
Drama (Grades 6-12)

International Baccalaureate Film Studies 1 (#0107470) 2014 - 2022 (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

GENERAL INFORMATION

Course Number: 0107470

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Photography >

Abbreviated Title: IB FILM STUDIES 1

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Drama (Grades 6-12)

International Baccalaureate Film Studies 2 (#0107472) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

GENERAL INFORMATION

Course Number: 0107472

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Photography >

Abbreviated Title: IB FILM STUDIES 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Drama (Grades 6-12)

International Baccalaureate Film Studies 3 (#0107474) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

GENERAL INFORMATION

Course Number: 0107474

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Photography >

Abbreviated Title: IB FILM STUDIES 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Drama (Grades 6-12)

Cambridge AICE Art and Design - Film & Video AS Level (#0107480) 2014 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 0107480	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography >
Number of Credits: One (1) credit	Abbreviated Title: AICE ART&DES F&V AS Course Length: Year (Y) Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Course Type: Core Academic Course	Course Level: 3
Course Status: Draft - Course Pending Approval	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Creative Photography 1 (#0108310) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Clarifications: e.g., symbolism, spatial relationship
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works. Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings. Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.10:	Apply rules of convention to create purposeful design. Clarifications: e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.8:	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. Clarifications: e.g., patronage, authority, iconography, gender, semiotics, deconstruction
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.1:	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. Clarifications: e.g., drawing, sculpting, digital multi-media
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10

	<p>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.SL.1.1:	
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	<p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
	Attend to precision.
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
	Look for and make use of structure.
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

GENERAL INFORMATION

Course Number: 0108310

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Art - Visual Arts >
SubSubject: Photography >

Number of Credits: One (1) credit

Abbreviated Title: CREATIVE PHOTO 1

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Creative Photography 2 (#0108320) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. Clarifications: e.g., four-dimensional media, motion or multi-media
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art." Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA.912.C.3.6:	Clarifications: e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.2.2:	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. Clarifications: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. Clarifications: e.g., presentation software, video, sound, open-access collaborative web applications
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.10:	Apply rules of convention to create purposeful design. Clarifications: e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.1:	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions. Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
VA.912.S.1.5:	Clarifications: e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.1.7:	Manipulate lighting effects, using various media to create desired results. Clarifications: e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.

VA.912.S.3.4:	Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
LAFS.910.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	<p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
	Attend to precision.
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
	Look for and make use of structure.
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing

with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0108320

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Photography >

Abbreviated Title: CREATIVE PHOTO 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Creative Photography 3 Honors (#0108330) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Clarifications: e.g., statuary
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
VA.912.S.1.7:	Manipulate lighting effects, using various media to create desired results. Clarifications: e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
LAFS.1112.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,

LAFS.1112.SL.2.4:	alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.5.1:	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.6.1:	Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
MAFS.K12.MP.7.1:	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students lead a focused investigation of a subject matter from ideation to completion. Students select a theme, develop a concept, and prepare the work for public viewing, portfolio, distribution, and/or exhibit. This course may include, but is not limited to, research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing with varied techniques. Processes, techniques, and media may include, but are not limited to, video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, and digital output on a variety of media, including non-traditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, the display setting, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0108330

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Photography >

Abbreviated Title: CREATIVE PHOTO 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE Photography, Digital and Lens Media IGCSE Level (#0108355) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit visitcie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/.

GENERAL INFORMATION

Course Number: 0108355	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AICE PHOTO IGCSE
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Cambridge AICE Art and Design - Photography AS Level (#0108360) 2014 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit visitcie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 0108360	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Photography >
Number of Credits: One (1) credit	Abbreviated Title: AICE ART&DESPHOTO AS Course Length: Year (Y) Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Course Type: Core Academic Course	Course Level: 3
Course Status: Draft - Course Pending Approval	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Digital Art Imaging 1 (#0108370) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history. Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.H.3.3:	Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. Clarifications: e.g., drawing, sculpting, digital multi-media
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. Clarifications: e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

	<p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.5.1:	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.6.1:	Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
MAFS.K12.MP.7.1:	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0108370

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Digital Arts >

Abbreviated Title: DIGITAL ART IMG 1

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Digital Art Imaging 2 (#0108380) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. Clarifications: e.g., information literacy; media
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. Clarifications: e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Clarifications: e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.7:	Manipulate lighting effects, using various media to create desired results. Clarifications: e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. Clarifications: e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. Clarifications: e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications:

	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art. As they become more adept at using the tools and techniques available to them, students design digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0108380

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Digital Arts >

Abbreviated Title: DIGITAL ART IMG 2

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Digital Art Imaging 3 Honors (#0108390) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
VA.912.F.3.1:	Clarifications: e.g., presentation software, video, sound, open-access collaborative web applications
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
VA.912.H.1.8:	Clarifications: e.g., patronage, authority, iconography, gender, semiotics, deconstruction
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications: e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.3:	Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
VA.912.S.1.5:	Clarifications: e.g., snapshot vs. photograph, drawing vs. digital mark-making
	Use technology to simulate art-making processes and techniques.
VA.912.S.1.8:	Clarifications: e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.4:	Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools

VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research. Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art in print and web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing

software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0108390

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Digital Arts >

Abbreviated Title: DIGITAL ART IMG 3 H

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Cambridge AICE Digital Media and Design 1 AS Level (#0108400) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit www.visitcie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 0108400	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts >
Number of Credits: One (1) credit	Abbreviated Title: AICE DIG MEDIA&DES1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Grade Level(s): 9,10,11,12	Course Level: 3
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Cambridge AICE Digital Media and Design 2 A Level (#0108410) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit www.visitcie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 0108410	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts >
Number of Credits: One (1) credit	Abbreviated Title: AICE DIG MEDIA&DES2
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

International Baccalaureate Mid Yrs Prog Graphic Arts (#0108450) 2019 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 0108450	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Digital Arts >
Number of Credits: Half credit (.5)	Abbreviated Title: IB MYP GRAPHIC ARTS
Course Type: Core Academic Course	Course Length: Semester (S)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)
Graphic Arts (Secondary Grades 7-12)

Portfolio Development: Drawing-Honors (#0109310) 2015 -

2022 (current)

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.5:	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Clarifications: e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues. Use technology to simulate art-making processes and techniques.
VA.912.S.1.8:	Clarifications: e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal. Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools. Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.912.G-CO.1.1:	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.2:	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). Standard Relation to Course: Supporting
MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.12:	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. Clarifications: Geometry - Fluency Recommendations Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.13:	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. Standard Relation to Course: Supporting
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting

General Course Information and Notes

VERSION DESCRIPTION

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group, and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0109310	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Portfolio >
Number of Credits: One (1) credit	Abbreviated Title: PORT DEV: DRAW HON Course Length: Year (Y) Course Attributes:
Course Type: Core Academic Course	<ul style="list-style-type: none"> Honors
Course Status: Draft - Course Pending Approval	Course Level: 3
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Art Education (Secondary Grades 7-12)
 Art (Elementary and Secondary Grades K-12)
 Graphic Arts (Secondary Grades 7-12)

Portfolio Development: Two-Dimensional Design Honors (#0109320) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.5:	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.4:	Research ideas to plan, develop, and market art-related goods, artworks, or services that influence consumer beliefs and behaviors.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. Clarifications: e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Clarifications: e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues. Use technology to simulate art-making processes and techniques.
VA.912.S.1.8:	Clarifications: e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools. Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions

	when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
MAFS.912.G-CO.1.1:	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.2:	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). Standard Relation to Course: Supporting
MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.12:	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. Clarifications: Geometry - Fluency Recommendations Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.13:	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. Standard Relation to Course: Supporting Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting

General Course Information and Notes

VERSION DESCRIPTION

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0109320

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Portfolio >

Abbreviated Title: PORT DEV: 2D DES HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Graphic Arts (Secondary Grades 7-12)

Portfolio Development: Three-Dimensional Design Honors (#0109330) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.5:	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.2.6:	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design. Clarifications: e.g., historical periods, cultures
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.1112.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.912.G-CO.1.1:	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.2:	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). Standard Relation to Course: Supporting
MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.12:	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. <div style="border: 1px solid black; padding: 5px;">Clarifications: Geometry - Fluency Recommendations Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.</div> Standard Relation to Course: Supporting
MAFS.912.G-CO.4.13:	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. Standard Relation to Course: Supporting
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and

supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0109330

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Portfolio >

Abbreviated Title: PORT DEV: 3D DES HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Graphic Arts (Secondary Grades 7-12)

Advanced Placement 2-D Art & Design (#0109350) 2019 - And

Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The course description for this Advanced Placement courses is located on the College Board site at apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

This course was previously titled "AP Studio Art/2-D".

GENERAL INFORMATION

Course Number: 0109350	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Portfolio >
Number of Credits: One (1) credit	Abbreviated Title: AP 2-D ART & DESIGN
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">Advanced Placement (AP)
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)
Graphic Arts (Secondary Grades 7-12)

Advanced Placement Studio Art Two-Dimensional Design Innovation (#0109355) 2015 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

This course is a CAPE Innovation course under Sections 1003.4203 and 1008.44, Florida Statutes. In addition to the Advanced Placement content and examinations, this course includes career performance expectations, specifically, the attainment of the Adobe Certified Associate (ACA) Visual Communication using Adobe Photoshop (new Creative Cloud version only) certification.

The course description for this Advanced Placement course is located on the College Board website at apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

Course Number: 0109355	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Portfolio >
Number of Credits: One (1) credit	Abbreviated Title: AP STUDIO/2D INNOV Course Length: Year (Y)
Course Type: Core Academic Course	Course Attributes: <ul style="list-style-type: none">• Advanced Placement (AP)
Course Status: Course Approved	Course Level: 3
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Art Education (Secondary Grades 7-12)
Graphic Arts (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Advanced Placement 3-D Art & Design (#0109360) 2019 - And

Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The course description for this Advanced Placement courses is located on the College Board site at apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

This course was previously titled "AP Studio Art/3-D".

GENERAL INFORMATION

Course Number: 0109360	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Portfolio >
Number of Credits: One (1) credit	Abbreviated Title: AP 3-D ART & DESIGN
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">Advanced Placement (AP)
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)
Graphic Arts (Secondary Grades 7-12)

Printmaking 1 (#0110300) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Clarifications: e.g., symbolism, spatial relationship
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. Clarifications: e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. Clarifications: e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.1:	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. Clarifications: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery. Incorporate skills, concepts, and media to create images from ideation to resolution. Clarifications: e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Clarifications: e.g., media: ceramics, glass, wet, dry, digital

	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in printmaking. Media may include, but are not limited to intaglio, lithography, relief printing, and wood block printing. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0110300

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Printmaking >

Abbreviated Title: PRINTMG 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Graphic Arts (Secondary Grades 7-12)

Sculpture 1 (#0111310) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. Clarifications: e.g., symbolism, spatial relationship
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities. Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.1:	Clarifications: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. Clarifications: e.g., visual, digital, and textual information
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences. Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
VA.912.H.2.4:	Clarifications: e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.1:	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks. Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10

	<p>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.SL.1.1:	
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
MAFS.K12.MP.5.1:	
	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
MAFS.K12.MP.6.1:	
	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
MAFS.K12.MP.7.1:	
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0111310

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Sculpture >

Abbreviated Title: SCULPT 1

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Sculpture 2 (#0111320) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.2:	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. Clarifications: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. Clarifications: e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. Clarifications: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively

	incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.5.1:	
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.6.1:	
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
MAFS.K12.MP.7.1:	
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. Sculpture artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0111320

Course Path: Section: Grades PreK to 12 Education
 Courses > Grade Group: Grades 9 to 12 and Adult
 Education Courses > Subject: Art - Visual Arts >

SubSubject: Sculpture >
Abbreviated Title: SCULPT 2
Course Length: Year (Y)
Course Level: 2

Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Sculpture 3 Honors (#0111330) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Clarifications: e.g., statuary
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Clarifications: e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions

	when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Sculpture artists experiment with processes, techniques, and media. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0111330

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Sculpture >

Abbreviated Title: SCULPT 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Art 1 (#0114800) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.C.3.4:	Use analytical skills to examine issues in non-visual art contexts. Clarifications: e.g., review objective facts; suspend judgment; see the parts, visualize the finished product
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. Clarifications: e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.7:	Research and report technological developments to identify influences on society. Clarifications: e.g., Camera Obscura, digital media
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Clarifications: e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. Clarifications: e.g., drawing, sculpting, digital multi-media
VA.912.S.1.7:	Manipulate lighting effects, using various media to create desired results. Clarifications: e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.1.9:	Use diverse media and techniques to create paintings that represent various genres and schools of painting. Clarifications: e.g., wet media, technology
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources

	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MAFS.912.G-CO.1.1:	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.2:	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). Standard Relation to Course: Supporting
MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.12:	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. Clarifications: Geometry - Fluency Recommendations Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.13:	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. Standard Relation to Course: Supporting Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively

	incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0114800

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Research / Studio / Theory >

Abbreviated Title: FL PRE-IB ART 1

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Art 2 (#0114810) 2015 - 2022 (current)

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. Clarifications: e.g., statuary
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. Clarifications: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. Clarifications: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Clarifications: e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MAFS.912.G-CO.1.1:	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.2:	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). Standard Relation to Course: Supporting

MAFS.912.G-CO.1.3:	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.4:	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Standard Relation to Course: Supporting
MAFS.912.G-CO.1.5:	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.12:	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. Clarifications: Geometry - Fluency Recommendations Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs. Standard Relation to Course: Supporting
MAFS.912.G-CO.4.13:	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. Standard Relation to Course: Supporting
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0114810

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Research / Studio / Theory >

Abbreviated Title: FL PRE-IB ART 2

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

International Baccalaureate Visual Arts 1 (#0114815) 2016 -

And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

GENERAL INFORMATION

Course Number: 0114815	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Research / Studio / Theory >
Number of Credits: One (1) credit	Abbreviated Title: IB VISUAL ARTS 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

International Baccalaureate Visual Arts 2 (#0114825) 2016 -

And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

GENERAL INFORMATION

Course Number: 0114825	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Art - Visual Arts > SubSubject: Research / Studio / Theory >
Number of Credits: One (1) credit	Abbreviated Title: IB VISUAL ARTS 2
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

International Baccalaureate Visual Arts 3 (#0114835) 2016 -

And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

GENERAL INFORMATION

Course Number: 0114835

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Research / Studio / Theory >

Abbreviated Title: IB VISUAL ARTS 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

International Baccalaureate Mid Yrs Prog Art 1 (#0114880) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

GENERAL INFORMATION

Course Number: 0114880

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Research / Studio / Theory >

Abbreviated Title: IB MYP ART 1

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

International Baccalaureate Mid Yrs Prog Art 2 (#0114890) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

GENERAL INFORMATION

Course Number: 0114890

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Research / Studio / Theory >

Abbreviated Title: IB MYP ART 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)

Art (Elementary and Secondary Grades K-12)

Pre-Advanced Placement Visual Arts (#0114900) 2018 - And Beyond

(current)

General Course Information and Notes

VERSION DESCRIPTION

The course description for this Pre-Advanced Placement (Pre-AP) course is located on the College Board site at pre-ap.collegeboard.org/courses.

GENERAL INFORMATION

Course Number: 0114900

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Art - Visual Arts >

SubSubject: Research / Studio / Theory >

Abbreviated Title: PRE-AP VISUAL ARTS

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Art Education (Secondary Grades 7-12)

Art – Grade Kindergarten (#5001010) 2019 - 2022 (current)

Course Standards

Name	Description
VA.K.C.1.1:	Create and share personal works of art with others.
VA.K.C.2.1:	Describe personal choices made in the creation of artwork.
VA.K.C.2.2:	Identify media used by self or peers.
VA.K.F.1.1:	Experiment with art media for personal satisfaction and perceptual awareness.
VA.K.F.1.2:	Identify real and imaginary subject matter in works of art.
VA.K.F.2.1:	Describe where art ideas or products can be found in stores.
VA.K.F.3.1:	Create artwork that communicates an awareness of self as part of the community.
VA.K.H.1.1:	Describe art from selected cultures and places.
VA.K.H.1.2:	Follow directions for suitable behavior in an art audience.
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.K.H.2.2:	Explore everyday objects that have been designed and created by artists. Clarifications: e.g., artwork, utilitarian objects
VA.K.H.2.3:	Describe where artwork is displayed in school or other places. Express ideas related to non-art content areas through personal artworks.
VA.K.H.3.1:	Clarifications: e.g., based on classroom learning activities: a story, thematic unit, important people, geometric shapes, animal characteristics
VA.K.O.1.1:	Explore the placement of the structural elements of art in personal works of art.
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. Explore art processes and media to produce artworks.
VA.K.S.1.1:	Clarifications: e.g., stamp, glue, form, tear, cut, fold; chalk, crayon, marker, pencil, watercolor, tempera, fingerpaint
VA.K.S.1.2:	Produce artwork influenced by personal decisions and ideas.
VA.K.S.2.1:	Develop artistic skills through the repeated use of tools, processes, and media. e.g., media-specific techniques, eye-hand coordination, fine-motor skills
VA.K.S.3.1:	Develop skills and techniques to create with two- and/or three- dimensional media. Clarifications: e.g., media-specific techniques, eye-hand coordination, fine-motor skills
VA.K.S.3.2:	Practice skills to develop craftsmanship.
VA.K.S.3.3:	Handle art tools and media safely in the art room.
VA.K.S.3.4:	Identify artwork that belongs to others and represents their ideas.
MAFS.K.G.1.1:	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MAFS.K.G.1.3:	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
MAFS.K.G.2.4:	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
MAFS.K.MD.1.2:	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting Look for and make use of structure.

MAFS.K.12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
Standard Relation to Course: Supporting	
LAFS.K.RL.1.2:	With prompting and support, retell familiar stories, including key details.
LAFS.K.SL.1.1:	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
Standard Relation to Course: Supporting	
LAFS.K.SL.1.2:	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LAFS.K.SL.2.5:	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SC.K.N.1.4:	Observe and create a visual representation of an object which includes its major features.
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.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.K.B.5.3:	Recognize the consequences of not following rules/practices when making healthy and safe decisions.
	Clarifications: Injury to self and/or others.

General Course Information and Notes

VERSION DESCRIPTION

Kindergarten art includes exploratory experiences that introduce a variety of concepts and ideas, art and digital media and processes, and the safe use of materials. Students learn art vocabulary, terms, and procedures during the creative process that help them describe and talk about their work.

GENERAL NOTES

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course incorporates hands-on activities and consumption of art materials.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 5001010

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Art - Visual Arts > **SubSubject:**
 General >

Abbreviated Title: Art – GRADE K

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K

Educator Certifications

Art Education (Elementary Grades 1-6)
Art (Elementary and Secondary Grades K-12)

Art - Grade 1 (#5001020) 2019 - 2022 (current)

Course Standards

Name	Description
VA.1.C.1.1:	Create and discuss works of art that convey personal interests.
VA.1.C.1.2:	Gather clues to help interpret and reflect on works of art.
VA.1.C.2.1:	Describe visual imagery used to complete artwork.
VA.1.C.2.2:	Use various media or techniques to learn how changes affect the completed artwork.
VA.1.C.3.1:	Identify vocabulary that is used in both visual art and other contexts. Clarifications: e.g., pattern: art, math, science; texture: art, science; main idea: art, music, language arts; shape: art, math, science
VA.1.C.3.2:	Distinguish between artwork, utilitarian objects, and objects from nature.
VA.1.F.1.1:	Use various art media and real or imaginary choices to create artwork.
VA.1.F.1.2:	Identify how classmates solve artistic problems.
VA.1.F.2.1:	Explain how artists impact the appearance of items for sale in stores.
VA.1.F.3.1:	Describe the use of art to share community information.
VA.1.F.3.2:	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills. Clarifications: e.g., set-up, clean-up, use of materials
VA.1.H.1.1:	Discuss how different works of art communicate information about a particular culture.
VA.1.H.1.2:	Discuss suitable behavior expected of audience members. Clarifications: e.g., museum visits, artist presentations, school programs, assemblies
VA.1.H.1.3:	Describe ways in which artists use their work to share knowledge and life experiences.
VA.1.H.2.1:	Compare artworks from different cultures, created over time, to identify differences in style and media.
VA.1.H.2.2:	Identify objects of art that are used every day for utilitarian purposes. Clarifications: e.g., plates, clothing, teapots
VA.1.H.2.3:	Identify places in which artworks may be viewed by others. Clarifications: e.g., museums, schools, businesses
VA.1.H.3.1:	Identify connections between visual art and other content areas. Clarifications: e.g., illustrations in storybooks, art in music class materials, art created by people of other cultures in social studies
VA.1.O.1.1:	Identify and use the structural elements of art and organizational principles of design to support artistic development.
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.1.S.1.1:	Experiment with art processes and media to express ideas. Clarifications: e.g., brush: type, pressure; monoprint; stitch; weave; oil pastel; sculpture: additive, subtractive
VA.1.S.1.2:	Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences. Clarifications: e.g., media-specific techniques
VA.1.S.1.3:	Create works of art to tell a personal story.
VA.1.S.1.4:	Use accurate art vocabulary to communicate ideas about art.
VA.1.S.2.1:	Practice correct use of tools with various art media, techniques, and processes.
VA.1.S.2.2:	Describe the steps used in art production.
VA.1.S.3.1:	Practice skills and techniques to create with two- and/or three-dimensional media. Clarifications: e.g., eye-hand coordination, fine-motor skills
VA.1.S.3.2:	Discuss the qualities of good craftsmanship.
VA.1.S.3.3:	Demonstrate safety procedures for using art tools and materials.
VA.1.S.3.4:	Identify and be respectful of artwork that belongs to others and represents their ideas. Clarifications: e.g., positive comments, proper handling of others' work and materials, encouragement, courtesy
LAFS.1.RL.1.2:	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LAFS.1.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.

	Standard Relation to Course: Supporting
LAFS.1.SL.1.2:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.SL.1.3:	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LAFS.1.SL.2.5:	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
MAFS.1.G.1.2:	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
MAFS.1.G.1.3:	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.5.1:	
	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.6.1:	
	Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
MAFS.K12.MP.7.1:	
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	Recognize health consequences for not following rules.
HE.1.C.2.4:	Clarifications: Injuries, arguments, hurt feelings, and pollution.
SC.1.L.14.1:	Make observations of living things and their environment using the five senses.
SS.1.A.2.1:	Understand history tells the story of people and events of other times and places.

General Course Information and Notes

VERSION DESCRIPTION

Grade one art includes experimenting with a variety of concepts and ideas in art and digital media and processes while using materials correctly and safely to convey personal interests. Students use accurate art vocabulary, terms, and procedures during the creative process to describe and talk about their work.

GENERAL NOTES

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course incorporates hands-on activities and consumption of art materials.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 5001020

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Art - Visual Arts > **SubSubject:**
General >

Abbreviated Title: Art - Grade 1

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 1

Educator Certifications

Art Education (Elementary Grades 1-6)

Art (Elementary and Secondary Grades K-12)

Art - Grade 2 (#5001030) 2019 - 2022 (current)

Course Standards

Name	Description
VA.2.C.1.1:	Use the art-making process to communicate personal interests and self-expression.
VA.2.C.1.2:	Reflect on and discuss various possible meanings in works of art.
VA.2.C.2.1:	Use appropriate decision-making skills to meet intended artistic objectives.
VA.2.C.2.2:	Identify skillful techniques used in works by peers and others. Clarifications: e.g., painting, drawing, clay, collage, printmaking techniques
VA.2.C.2.3:	Use suggestions from others to modify the structural elements of art.
VA.2.C.3.1:	Use accurate art vocabulary to identify connections among visual art and other contexts.
VA.2.C.3.2:	Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.
VA.2.F.1.1:	Use imagination to create unique artwork incorporating personal ideas and selected media.
VA.2.F.1.2:	Explore the advantages of having multiple solutions to solve an artistic problem. Identify work created by artists and designers.
VA.2.F.2.1:	Clarifications: e.g., identified via description, sketching, painting, taking a picture; works: photographs, portraiture, landscaping, cartoon characters
VA.2.F.3.1:	Describe the use of art to promote events within the school or community.
VA.2.F.3.2:	Work with peers to complete a task in art.
VA.2.F.3.3:	Use time effectively while focused on art production to show early development of 21st-century skills.
VA.2.H.1.1:	Identify examples in which artists have created works based on cultural and life experiences.
VA.2.H.1.2:	Distinguish between appropriate and inappropriate audience behavior.
VA.2.H.2.1:	Identify differences or similarities in artworks across time and culture. Identify objects from everyday life that have been designed and created using artistic skills.
VA.2.H.2.2:	Clarifications: e.g., birthday cards, perfume bottles, personal electronic devices, cars, cereal box designs, buildings
VA.2.H.2.3:	Identify the physical features or characteristics of artworks displayed in the community. Describe connections made between creating with art ideas and creating with information from other content areas.
VA.2.H.3.1:	Clarifications: e.g., shapes and math, color mixing and science
VA.2.O.1.1:	Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.
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. Experiment with tools and techniques as part of art-making processes.
VA.2.S.1.1:	Clarifications: e.g., brush for details, fiber, series of prints, mixed media, clay
VA.2.S.1.2:	Use diverse resources to inspire expression of personal ideas and experiences in works of art. Clarifications: e.g., media, new technology
VA.2.S.1.3:	Explore art from different time periods and cultures as sources for inspiration.
VA.2.S.1.4:	Use accurate art vocabulary to discuss art.
VA.2.S.2.1:	Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.
VA.2.S.2.2:	Follow sequential procedures focused on art production. Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.
VA.2.S.3.1:	Clarifications: e.g., eye-hand coordination, fine-motor skills
VA.2.S.3.2:	Demonstrate growth in craftsmanship through purposeful practice. Clarifications:
VA.2.S.3.3:	Follow directions for safety procedures and explain their importance in the art room. 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.2.S.3.4:	Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
MAFS.2.G.1.1:	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
MAFS.2.G.1.3:	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
MAFS.2.MD.1.1:	Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. Use appropriate tools strategically.

MAFS.K12.MP.5.1:	<p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.2.SL.1.1:	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>Standard Relation to Course: Supporting</p>
LAFS.2.SL.1.2:	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS.2.SL.1.3:	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.2.C.2.4:	<p>Explain the ways that rules make the classroom, school, and community safer.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Walking not running, waiting your turn, and following traffic laws.</p> </div>
SC.2.N.1.5:	Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

General Course Information and Notes

VERSION DESCRIPTION

Grade two art includes experimenting with a variety of two- and three-dimensional concepts and ideas in art and digital media and processes. Materials are correctly and safely applied to convey personal interests and self-expression. Students use accurate art vocabulary, terms, and procedures with resources and time-management skills during the creative process. Attributes of artworks from individuals, cultures, and time are identified, described, and discussed.

GENERAL NOTES

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course incorporates hands-on activities and consumption of art materials.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 5001030

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Art - Visual Arts > **SubSubject:**
General >

Abbreviated Title: Art – Grade 2

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 2

Educator Certifications

Art Education (Elementary Grades 1-6)

Art (Elementary and Secondary Grades K-12)

Art – Intermediate 1 (#5001040) 2019 - 2022 (current)

Course Standards

Name	Description
VA.3.C.1.1:	Use the art-making process to develop ideas for self-expression.
VA.3.C.1.2:	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.
VA.3.C.2.1:	Assess personal artworks for completeness and success in meeting intended objectives.
VA.3.C.2.2:	Compare techniques used by peers and established artists as a basis for improving one's own work.
VA.3.C.2.3:	Use constructive criticism to improve artwork.
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.3.C.3.2:	Describe the connections between visual art and other contexts through observation and art criticism.
VA.3.C.3.3:	Explain the similarities and differences between artworks and utilitarian objects.
VA.3.F.1.1:	Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.
VA.3.F.1.2:	Explore the effects and merits of different solutions to solve an artistic problem.
VA.3.F.2.1:	Identify places where artists or designers have made an impact on the community.
VA.3.F.3.1:	Create artwork that communicates an awareness of events within the community.
VA.3.F.3.2:	Collaborate to complete a task in art. Clarifications: e.g., mural, mosaic
VA.3.F.3.3:	Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.
VA.3.H.1.1:	Describe cultural similarities and differences in works of art.
VA.3.H.1.2:	Describe the importance of displaying suitable behavior as part of an art audience.
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.3.H.2.2:	Examine artworks and utilitarian objects, and describe their significance in the school and/or community.
VA.3.H.2.3:	Describe various venues in which artwork is on display for public viewing. Clarifications: e.g., museums, galleries, restaurants, virtual tours
VA.3.H.3.1:	Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.
VA.3.O.1.1:	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
VA.3.O.2.1:	Use creative and innovative ideas to complete personal artworks.
VA.3.O.3.1:	Use symbols, visual language, and/or written language to document self or others.
VA.3.S.1.1:	Manipulate tools and media to enhance communication in personal artworks.
VA.3.S.1.2:	Use diverse resources to inspire artistic expression and achieve varied results. Clarifications: e.g., media center, technology, print materials
VA.3.S.1.3:	Incorporate ideas from art exemplars for specified time periods and cultures. Clarifications: e.g., concepts, technique, media, subject matter
VA.3.S.1.4:	Choose accurate art vocabulary to describe works of art and art processes.
VA.3.S.2.1:	Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.
VA.3.S.2.2:	Follow procedures, focusing on the art-making process.
VA.3.S.3.1:	Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.
VA.3.S.3.2:	Develop craftsmanship skills through repeated practice.
VA.3.S.3.3:	Work within safety guidelines while using tools, media, techniques, and processes.
VA.3.S.3.4:	Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.
LAFS.3.RL.3.7:	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
LAFS.3.SL.1.2:	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.SL.1.3:	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
MAFS.3.G.1.2:	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.

MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SC.3.P.8.3:	Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

General Course Information and Notes

VERSION DESCRIPTION

Grade three* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes. Materials are correctly and safely applied to convey personal interests and self-expression. Observation skills, prior knowledge, and art criticism skills are employed to reflect on and interpret works of art. Students use accurate art vocabulary, terms, and procedures with resources and time-management skills during the creative process.

GENERAL NOTES

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

* Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year.

Special Note: This course incorporates hands-on activities and consumption of art materials.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 5001040

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Art - Visual Arts > SubSubject:
General >

Abbreviated Title: Art – INTERM 1

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

Art Education (Elementary Grades 1-6)

Art (Elementary and Secondary Grades K-12)

Art – Intermediate 2 (#5001050) 2019 - 2022 (current)

Course Standards

Name	Description
VA.4.C.1.1:	Integrate ideas during the art-making process to convey meaning in personal works of art.
VA.4.C.1.2:	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.
VA.4.C.2.1:	Revise artworks to meet established criteria. Clarifications: e.g., criteria set by teacher, student, or both
VA.4.C.2.2:	Use various resources to generate ideas for growth in personal works.
VA.4.C.2.3:	Develop and support ideas from various resources to create unique artworks.
VA.4.C.3.1:	Use accurate art vocabulary when analyzing 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.4.C.3.3:	Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.
VA.4.F.1.1:	Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.
VA.4.F.1.2:	Examine and apply creative solutions to solve an artistic problem.
VA.4.F.2.1:	Discuss how artists and designers have made an impact on the community.
VA.4.F.2.2:	Identify the work of local artists to become familiar with art-making careers. Create art to promote awareness of school and/or community concerns.
VA.4.F.3.1:	Clarifications: e.g., poster, billboard
VA.4.F.3.2:	Collaborate with peers in the art room to achieve a common art goal.
VA.4.F.3.3:	Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.
VA.4.H.1.1:	Identify historical and cultural influences that have inspired artists to produce works of art.
VA.4.H.1.2:	Identify suitable behavior for various art venues and events.
VA.4.H.1.3:	Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.
VA.4.H.1.4:	Identify and practice ways of showing respect for one's own and others' personal works of art.
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.2.2:	Identify differences between artworks and utilitarian objects. Identify reasons to display artwork in public places.
VA.4.H.2.3:	Clarifications: e.g., reasons: aesthetics, memory, record historical events or accomplishments; public places: museums, galleries, open air
VA.4.H.3.1:	Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas. Clarifications: e.g., identify facts, ideas, solutions
VA.4.O.1.1:	Use the structural elements of art and organizational principles of design to understand the art-making process.
VA.4.O.1.2:	Identify the structural elements of art used to unite an artistic composition.
VA.4.O.2.1:	Use a variety of resources and art skills to overcome visual challenges in personal artworks. Apply meaning and relevance to document self or others visually in artwork.
VA.4.O.3.1:	Clarifications: e.g., personal ideas, observations
VA.4.S.1.1:	Manipulate tools and materials to achieve diverse effects in personal works of art. Clarifications: e.g., charcoal, colored pencil, block printing; reduction, stencil
VA.4.S.1.2:	Explore and use media, technology, and other art resources to express ideas visually.
VA.4.S.1.3:	Create artworks that integrate ideas from culture or history.
VA.4.S.1.4:	Use accurate art vocabulary to discuss works of art and the creative process.
VA.4.S.2.1:	Organize the structural elements of art to achieve an artistic objective.
VA.4.S.2.2:	Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.
VA.4.S.3.1:	Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.
VA.4.S.3.2:	Plan and produce art through ongoing practice of skills and techniques.
VA.4.S.3.3:	Follow procedures for using tools, media, techniques, and processes safely and responsibly. Discuss the importance of copyright law in regard to the creation and production of art.
VA.4.S.3.4:	Clarifications: e.g., plagiarism, appropriation from the Internet and other sources
MAFS.4.G.1.3:	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

MAFS.K12.MP.5.1:	<p>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.4.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>Standard Relation to Course: Supporting</p>
LAFS.4.SL.1.2:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.1.3:	Identify the reasons and evidence a speaker provides to support particular points.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Grade four* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to convey meaning and relevance. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. Observation skills, prior knowledge, and art-criticism skills are employed to reflect on and revise works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.

GENERAL NOTES

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

* Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year.

Special Note: This course incorporates hands-on activities and consumption of art materials.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

GENERAL INFORMATION

Course Number: 5001050

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Art - Visual Arts > **SubSubject:**
General >

Abbreviated Title: Art – INTERM 2

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 3,4,5

Educator Certifications

Art Education (Elementary Grades 1-6)

Art (Elementary and Secondary Grades K-12)

Art - Intermediate 3 (#5001060) 2019 - 2022 (current)

Course Standards

Name	Description
VA.5.C.1.1:	Develop a range of interests in the art-making process to influence personal decision-making.
VA.5.C.1.2:	Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.
VA.5.C.1.3:	Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.
VA.5.C.2.1:	Revise artwork as a necessary part of the creative process to achieve an artistic goal.
VA.5.C.2.2:	Analyze personal artworks to articulate the motivations and intentions in creating personal works of art. Apply established criteria to the art-making process to measure artistic growth.
VA.5.C.2.3:	Clarifications: e.g., criteria set by teacher, student, or both
VA.5.C.2.4:	Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.
VA.5.C.3.1:	Use the structural elements of art and organizational principles of design when engaged in art criticism. Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.
VA.5.C.3.2:	Clarifications: e.g., inference from color, line, shape, form
VA.5.C.3.3:	Critique works of art to understand the content and make connections with other content areas. Clarifications: e.g., themes: language arts; media: science - color, math - shapes; styles: history - event; techniques: technology
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.1.2:	Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.
VA.5.F.2.1:	Describe the knowledge and skills necessary for art-making and art-related careers.
VA.5.F.2.2:	Explore careers in which artworks and utilitarian designs are created.
VA.5.F.2.3:	Discuss contributions that artists make to society.
VA.5.F.3.1:	Create artwork to promote public awareness of community and/or global concerns.
VA.5.F.3.2:	Create artwork that shows procedural and analytical thinking to communicate ideas.
VA.5.F.3.3:	Work collaboratively with others to complete a task in art and show leadership skills. Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.
VA.5.F.3.4:	Clarifications: e.g., reasonable timeframe established by teacher, adjusted as needed
VA.5.H.1.1:	Examine historical and cultural influences that inspire artists and their work.
VA.5.H.1.2:	Use suitable behavior as a member of an art audience.
VA.5.H.1.3:	Identify and describe the importance a selected group or culture places on specific works of art.
VA.5.H.1.4:	Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.
VA.5.H.2.1:	Compare works of art on the basis of style, culture, or artist across time to identify visual differences.
VA.5.H.2.2:	Describe the ways in which artworks and utilitarian objects impact everyday life.
VA.5.H.2.3:	Discuss artworks found in public venues to identify the significance of the work within the community. Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.
VA.5.H.3.1:	Clarifications: e.g., identify facts, ideas, solutions
VA.5.O.1.1:	Use structural elements of art and organizational principles of design to develop content in artwork.
VA.5.O.1.2:	Organize the structural elements of art to achieve visual unity.
VA.5.O.1.3:	Explain how creative and technical ability is used to produce a work of art. 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.2.1:	Clarifications: e.g., knowledge, empathy, technique, artistic choices, symbolic choices
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. Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.
VA.5.S.1.1:	Clarifications: e.g., clay: relief, pinch, coil, slab construction; three-color reduction print; silkscreen; basketry; bas relief; soft sculpture
VA.5.S.1.2:	Use media, technology, and other resources to inspire personal art-making decisions. Clarifications: e.g., books, magazines, Internet, cameras, art visuals
VA.5.S.1.3:	Create artworks to depict personal, cultural, and/or historical themes. Clarifications: e.g., woven mats, clay dolls, quilts
VA.5.S.1.4:	Use accurate art vocabulary to communicate about works of art and artistic and creative processes.
VA.5.S.2.1:	Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.

	Identify sequential procedures to engage in art production.
VA.5.S.2.2:	Clarifications: e.g., safety procedures, media processes, organizational procedures
VA.5.S.2.3:	Visualize the end product to justify artistic choices of tools, techniques, and processes.
VA.5.S.3.1:	Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.
VA.5.S.3.2:	Use craftsmanship and technical ability in personal works to show refinement of skills over time.
VA.5.S.3.3:	Use tools, media, techniques, and processes in a safe and responsible manner.
	Use ethical standards, including copyright laws, when producing works of art.
VA.5.S.3.4:	Clarifications: e.g., ethics, plagiarism, appropriation from the Internet and other sources
MAFS.5.G.2.3:	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. Standard Relation to Course: Supporting
MAFS.5.G.2.4:	Classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures. Standard Relation to Course: Supporting
MAFS.5.OA.2.3:	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence.</i> Explain informally why this is so. Standard Relation to Course: Supporting Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
LAFS.5.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
LAFS.5.RL.3.7:	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LAFS.5.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LAFS.5.SL.1.2:	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3:	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

VERSION DESCRIPTION

Grade five* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to influence personal artistic decisions and create visual unity. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. An art-criticism process leads to a hypothesis about the meanings of creative products and utilitarian objects. Observation skills and prior knowledge are employed to reflect on and revise personal works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.

GENERAL NOTES

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

*Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year.
- Special Note: This course incorporates hands-on activities and consumption of art materials.

Special Note: This course incorporates hands-on activities and consumption of art materials.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 5001060

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Art - Visual Arts > **SubSubject:**
General >

Abbreviated Title: Art – INTERM 3

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 3,4,5

Educator Certifications

Art Education (Elementary Grades 1-6)

Art (Elementary and Secondary Grades K-12)

CLEP Information Systems (#0200339) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 0200339

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP > **SubSubject:** CLEP Exams >

Number of Credits: One (1) credit

Abbreviated Title: CLEP INFO SYSTEMS

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

CLEP Introductory Business Law (#0500531) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 0500531

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP >

SubSubject: CLEP Exams >

Abbreviated Title: CLEP BUSINESS LAW

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Level: 3

CLEP Financial Accounting (#0500532) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 0500532

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP > **SubSubject:** CLEP Exams >

Number of Credits: One (1) credit

Abbreviated Title: CLEP FINAN ACCTING

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

CLEP Principles of Management (#0500533) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 0500533

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** CLEP Credits via CAP >

SubSubject: CLEP Exams >

Abbreviated Title: CLEP PRIN OF MGMT

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Level: 3

CLEP Principles of Marketing (#0500534) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 0500534

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP > **SubSubject:** CLEP Exams >

Number of Credits: One (1) credit

Abbreviated Title: CLEP PRIN OF MARKET

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

CLEP French Language, Levels 1-2 (#0701382) 2016 - And Beyond

(current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 0701382

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** CLEP Credits via CAP >

SubSubject: CLEP Exams >

Abbreviated Title: CLEP FRENCH LANG 1-2

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Level: 3

CLEP German Language, Levels 1-2 (#0702382) 2016 - And Beyond

(current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 0702382

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** CLEP Credits via CAP >

SubSubject: CLEP Exams >

Abbreviated Title: CLEP GERMAN LANG 1-2

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Level: 3

CLEP Spanish Language, Levels 1-2 (#0708450) 2016 - And Beyond

(current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 0708450

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** CLEP Credits via CAP >

SubSubject: CLEP Exams >

Abbreviated Title: CLEP SPAN LANG 1-2

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Level: 3

CLEP Spanish Language with Writing, Levels 1-2 (#0708455) 2020 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 0708455

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP >

SubSubject: CLEP Exams >

Abbreviated Title: CLEP SPAN W/WRIT 1-2

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

CLEP Human Growth & Development (#0800391) 2016 - And

Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 0800391

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** CLEP Credits via CAP >

SubSubject: CLEP Exams >

Abbreviated Title: CLEP HUMAN GROW/DEV

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Level: 3

CLEP Humanities (#0900321) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 0900321

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP > **SubSubject:** CLEP Exams >

Number of Credits: One (1) credit

Abbreviated Title: CLEP HUMANITIES

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

CLEP American Literature (#1005900) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 1005900

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP > **SubSubject:** CLEP Exams >

Number of Credits: One (1) credit

Abbreviated Title: CLEP AMERICAN LIT

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

CLEP English Literature (#1005901) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 1005901

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP > **SubSubject:** CLEP Exams >

Number of Credits: One (1) credit

Abbreviated Title: CLEP ENGLISH LIT

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

CLEP Analyzing & Interpreting Literature (#1005902) 2016 -

And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 1005902

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** CLEP Credits via CAP >

SubSubject: CLEP Exams >

Abbreviated Title: CLEP A&I LITERATURE

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Level: 3

CLEP College Composition (#1009380) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 1009380

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP > **SubSubject:** CLEP Exams >

Number of Credits: One (1) credit

Abbreviated Title: CLEP COLL COMPOS

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

CLEP College Composition Modular (#1009381) 2016 - And Beyond

(current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 1009381

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** CLEP Credits via CAP >

SubSubject: CLEP Exams >

Abbreviated Title: CLEP COLL COMPOS MOD

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Level: 3

CLEP College Algebra (#1200325) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 1200325

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP > **SubSubject:** CLEP Exams >

Number of Credits: One (1) credit

Abbreviated Title: CLEP COLL ALGEBRA

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Mathematics

CLEP College Mathematics (#1200701) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 1200701

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP > **SubSubject:** CLEP Exams >

Number of Credits: One (1) credit

Abbreviated Title: CLEP COLL MATH

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Mathematics

CLEP Calculus (#1202301) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 1202301

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP > **SubSubject:** CLEP Exams >

Number of Credits: One (1) credit

Abbreviated Title: CLEP CALCULUS

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Mathematics

CLEP Precalculus (#1202341) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 1202341

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP > **SubSubject:** CLEP Exams >

Number of Credits: One (1) credit

Abbreviated Title: CLEP PRECALCULUS

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Mathematics

CLEP Biology (#2000325) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 2000325

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP > **SubSubject:** CLEP Exams >

Number of Credits: One (1) credit

Abbreviated Title: CLEP BIOLOGY

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Biology

CLEP Natural Sciences (#2002375) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 2002375

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP > **SubSubject:** CLEP Exams >

Number of Credits: One (1) credit

Abbreviated Title: CLEP NATURAL SCIENCE

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Equally Rigorous Science

CLEP Chemistry (#2003376) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 2003376

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP > **SubSubject:** CLEP Exams >

Number of Credits: One (1) credit

Abbreviated Title: CLEP CHEMISTRY

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Equally Rigorous Science

CLEP History of the United States 1: Early Colonizations to 1877 (#2100325) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 2100325

Number of Credits: Half credit (.5)

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: United States History

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** CLEP Credits via CAP >

SubSubject: CLEP Exams >

Abbreviated Title: CLEP US HISTORY 1

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Level: 3

CLEP History of the United States 2: 1865 to Present (#2100326) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 2100326

Number of Credits: Half credit (.5)

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: United States History

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** CLEP Credits via CAP >

SubSubject: CLEP Exams >

Abbreviated Title: CLEP US HISTORY 2

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Level: 3

CLEP Western Civilization 1: Ancient Near East to 1648 (#2100550)

2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 2100550

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP >

SubSubject: CLEP Exams >

Abbreviated Title: CLEP WESTERN CIV 1

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Level: 3

CLEP Western Civilization 2: 1648 to Present (#2100551) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 2100551

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP >

SubSubject: CLEP Exams >

Abbreviated Title: CLEP WESTERN CIV 2

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Level: 3

CLEP Principles of Macroeconomics (#2102355) 2016 - And Beyond

(current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 2102355

Number of Credits: Half credit (.5)

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Economics

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** CLEP Credits via CAP >

SubSubject: CLEP Exams >

Abbreviated Title: CLEP MACROECONOMICS

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Level: 3

CLEP Principles of Microeconomics (#2102356) 2016 - And Beyond

(current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 2102356

Number of Credits: Half credit (.5)

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Economics

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** CLEP Credits via CAP >

SubSubject: CLEP Exams >

Abbreviated Title: CLEP MICROECONOMICS

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Level: 3

CLEP American Government (#2106325) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 2106325

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP > **SubSubject:** CLEP Exams >

Number of Credits: Half credit (.5)

Abbreviated Title: CLEP AMERICAN GOVT

Course Length: Not Applicable

Course Type: Core Academic Course

Course Attributes:

- College Level Examination Program (CLEP)

Course Status: Course Approved

Course Level: 3

Grade Level(s): 9,10,11,12

Graduation Requirement: United States Government

CLEP Introductory Psychology (#2107380) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 2107380

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP > **SubSubject:** CLEP Exams >

Number of Credits: One (1) credit

Abbreviated Title: CLEP INTROD PSYCH

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

CLEP Introduction to Educational Psychology (#2107381) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 2107381

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** CLEP Credits via CAP >

SubSubject: CLEP Exams >

Abbreviated Title: CLEP EDUC PSYCH

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Level: 3

CLEP Introductory Sociology (#2108330) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 2108330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP > **SubSubject:** CLEP Exams >

Number of Credits: One (1) credit

Abbreviated Title: CLEP INTROD SOCIO

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

CLEP Social Sciences & History (#2108331) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass a CLEP.

GENERAL INFORMATION

Course Number: 2108331

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** CLEP Credits via CAP > **SubSubject:** CLEP Exams >

Number of Credits: One (1) credit

Abbreviated Title: CLEP SOC SCI & HIST

Course Length: Not Applicable

Course Attributes:

- College Level Examination Program (CLEP)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

M/J Computer Science Discoveries (#0200000) 2018 - 2022 (current)

Course Standards

Name	Description
SC.68.CS-CC.1.1:	Demonstrate an ability to communicate appropriately through various online tools.
SC.68.CS-CC.1.2:	Apply productivity and or multimedia tools for local and global group collaboration.
SC.68.CS-CC.1.3:	Design, develop, and publish a collaborative digital product using a variety of digital tools and media-rich resources that demonstrate and communicate concepts to inform, persuade, and/or entertain.
SC.68.CS-CP.2.1:	Develop problem solutions using visual representations of problem states, structures and data.
SC.68.CS-CP.2.2:	Evaluate the logical flow of a step-by-step program by acting it out through computer-free activities.
SC.68.CS-CP.2.3:	Develop problem solutions using a block programming language, including all of the following: looping behavior, conditional statements, expressions, variables, and functions.
SC.68.CS-CP.2.4:	Develop problem solutions using a programming language, including all of the following: looping behavior, conditional statements, expressions, variables, and functions.
SC.68.CS-CP.3.1:	Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
SC.68.CS-CP.3.2:	Create online content (e.g., webpage, blog, digital portfolio, multimedia), using advanced design tools.
SC.68.CS-CP.3.3:	Create an artifact (independently and collaboratively) that answers a research question and communicates results and conclusions.
SC.68.CS-CS.1.1:	Examine connections between elements of mathematics and computer science including binary numbers, logic, sets, and functions.
SC.68.CS-CS.1.2:	Create or modify and use a simulation to analyze and illustrate a concept in depth (i.e., use a simulation to illustrate a genetic variation), individually and collaboratively.
SC.68.CS-CS.1.3:	Evaluate what kinds of real-world problems can be solved using modeling and simulation.
SC.68.CS-CS.1.4:	Interact with content-specific models and simulations to support learning, research and problem solving (e.g., immigration, international trade, invasive species).
SC.68.CS-CS.2.2:	Solve real-life issues in science and engineering (i.e., generalize a solution to open-ended problems) using computational thinking skills.
SC.68.CS-CS.2.4:	Organize and display information in a variety of ways such as number formats (e.g., scientific notation, percentages, and exponents), charts, tables and graphs.
SC.68.CS-CS.2.5:	Decompose a problem and create a function for one of its parts at a time (e.g., video game, robot obstacle course, making dinner), individually and collaboratively.
SC.68.CS-CS.2.6:	Create a program that implements an algorithm to achieve a given goal, individually and collaboratively.
SC.68.CS-CS.2.7:	Design solutions that use repetition and two-way selection (e.g., for, while, if/else).
SC.68.CS-CS.2.8:	Recognize that boundaries need to be taken into account for an algorithm to produce correct results.
SC.68.CS-CS.2.9:	Identify simple data types and data structures.
SC.68.CS-CS.2.10:	Recognize that more than one algorithm can solve a given problem.
SC.68.CS-CS.2.11:	Predict outputs while showing an understanding of inputs.
SC.68.CS-CS.2.12:	Select the 'best' algorithm based on a given criteria (e.g., time, resource, and accessibility) to solve a problem, individually and collaboratively.
SC.68.CS-CS.2.13:	Explore a problem domain using iterative development and debugging.
SC.68.CS-CS.2.14:	Perform program tracing to predict the behavior of programs.
SC.68.CS-CS.3.1:	Explain why different file types exist (e.g., formats for word processing, images, music, and three-dimensional drawings).
SC.68.CS-CS.3.2:	Identify the kinds of content associated with different file types.
SC.68.CS-CS.3.3:	Integrate information from multiple file formats into a single artifact.
SC.68.CS-CS.4.1:	Identify and describe the function of the main internal parts of a basic computing device (e.g., motherboard, hard drive, Central Processing Unit -CPU).
SC.68.CS-CS.4.2:	Describe the main functions of an operating system and explain how an operating system provides user and system services (e.g., user interface, IO device management, task management).
SC.68.CS-CS.4.3:	Describe the relationships between hardware and software (e.g., BIOS, operating systems and firmware).
SC.68.CS-CS.4.4:	Identify and describe the use of sensors, actuators, and control systems in an embodied system (e.g., a robot, an e-textile, installation art, and a smart room).
SC.68.CS-CS.4.5:	Evaluate a hardware or software problem and construct the steps involved in diagnosing and solving the problem (e.g., power, connections, application window or toolbar, cables, ports, network resources, video, and sound).
SC.68.CS-CS.4.6:	Describe the essential characteristics of a software artifact.
SC.68.CS-CS.4.7:	Describe the major components and functions of computer systems and networks.
SC.68.CS-CS.4.8:	Identify software used to support specialized forms of human-computer interaction.
SC.68.CS-CS.6.1:	Explain why some tasks can be accomplished more easily by computers.
SC.68.CS-CS.6.2:	Describe how humans and machines interact to accomplish tasks that cannot be accomplished by either alone.
SC.68.CS-CS.6.3:	Identify novel ways humans interact with computers, including software, probes, sensors, and handheld devices.
SC.68.CS-CS.6.4:	Describe ways in which computers use models of intelligent behavior (e.g., robot motion, speech and language understanding, and computer vision).
SC.68.CS-CS.6.5:	Identify factors that distinguish humans from machines.
SC.68.CS-CS.6.6:	Design and demonstrate the use of a device (e.g., robot, e-textile) to accomplish a task, individually and collaboratively.
SC.68.CS-PC.1.1:	Recognize and describe legal and ethical behaviors when using information and technology and describe the consequences of misuse.
SC.68.CS-PC.1.2:	Describe and use safe and appropriate practices when participating in online communities (e.g., discussion groups, blogs, and social networking sites).
SC.68.CS-PC.1.3:	Evaluate the proper use and operation of security technologies (e.g., passwords, virus protection software, spam filters, pop-up blockers, and cookies).
SC.68.CS-PC.1.4:	Recognize the impacts and consequences of plagiarism on the development of creative works, projects, publications and online content.
SC.68.CS-PC.2.1:	Analyze the positive and negative impacts of computing, social networking and web technologies on human culture.
SC.68.CS-PC.2.2:	Explain the possible consequences of cyberbullying and inappropriate use of social media on personal life and society.

SC.68.CS-PC.2.3:	Describe the influence of access to information technologies over time and the effects those changes have had on education, the workplace, and the global society.
SC.68.CS-PC.2.4:	Describe how the unequal net-neutrality and distribution of computing resources in a global economy raises issues of equity, access, and power.
SC.68.CS-PC.2.5:	Describe ways in which adaptive technologies can assist users with special needs to function in their daily lives.
SC.68.CS-PC.2.6:	Identify and discuss the technology skills needed in the workplace.
SC.68.CS-PC.2.7:	Interpret writings and/or communications which use developmentally appropriate terminology.
SC.68.CS-PC.2.8:	Identify interdisciplinary careers that are enhanced by computer science.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.68.RST.1.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LAFS.68.RST.4.10:	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
MAFS.K12.MP.1.1:	Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. Standard Relation to Course: Supporting Reason abstractly and quantitatively.

MAFS.K12.MP.2.1:	<p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
	<p>Standard Relation to Course: Supporting Construct viable arguments and critique the reasoning of others.</p>
MAFS.K12.MP.3.1:	<p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
	<p>Standard Relation to Course: Supporting Model with mathematics.</p>
MAFS.K12.MP.4.1:	<p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
	<p>Standard Relation to Course: Supporting Use appropriate tools strategically.</p>
MAFS.K12.MP.5.1:	<p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
	<p>Standard Relation to Course: Supporting Attend to precision.</p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
	<p>Standard Relation to Course: Supporting Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
	<p>Standard Relation to Course: Supporting Look for and express regularity in repeated reasoning.</p>
MAFS.K12.MP.8.1:	<p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>
	<p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

VERSION DESCRIPTION

PURPOSE

Computing is so fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training.

Students learn best when they are intrinsically motivated. This course prioritizes learning experiences that are active, relevant to students' lives, and provide students authentic choice. Students are encouraged to be curious, solve personally relevant problems and to express themselves through creation. Learning is an inherently social activity, so the course is designed to interweave lessons with discussions, presentations, peer feedback, and shared reflections. As students proceed through the pathway, the structures increasingly shift responsibility to students to formulate their own questions, develop their own solutions, and critique their work.

It is also critical to diversify the technology workforce. Addressing inequities within the field of computer science is critical to bringing computer science to all students. The tools and strategies in this course will help teachers understand and address well-known equity gaps within the field. All students can succeed in computer science when given the right supports and opportunities, regardless of prior knowledge.

OVERVIEW AND GOALS

Computer Science Discoveries introduces students to computer science as a vehicle for problem solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Centering on the immediately observable and personally applicable elements of computer science, the course asks students to look outward and explore the impact of computer science on society. Students should see how a thorough student-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect, input and return output in a variety of ways.

Additional Notes - Pedagogical Approach to Learning: Teacher as Lead Learner

What is the Lead Learner approach?

As the lead learner, the teacher role shifts from being the source of knowledge to that of a leader in seeking knowledge. The lead learner's mantra is: "I may not know the answer, but I know that together we can figure it out."

The philosophy of the lead learner strategy is that students can benefit from having a model to demonstrate the learning process. Being a lead learner doesn't discount the need for a teacher to develop computer science content expertise, but it does allow for an environment of openness with students about the teacher learning process. Modeling and teaching how to learn are the most important factors to consider in order to be successful with this style of teaching and learning.

The lead learner technique represents good teaching practice in general. One important role of the teacher in the Computer Science Discoveries classroom is to model excitement about investigating how things work by asking motivating questions about why things work the way they do or are the way they are. With teacher guidance, students will learn how to hypothesize; ask questions of peers; test, evaluate, and refine solutions collaboratively; seek out resources; analyze data; and write clear and cogent code.

English Language Arts (ELA) Standards Special Notes Section:

Teachers are required to provide speaking and listening instruction that allows students to communicate information, ideas and concepts for academic success in the content area. Within this course you will find standards specific to the 6th, 7th and 8th grade ranges, the appropriate standards for the grade should be utilized.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE) will need modifications to meet their needs. Modifications change the outcomes and or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.

Additional Resources

Additional resources and a free curriculum that may be utilized for this course can be found at curriculum.code.org/csd-19/ and codehs.com/info/states/florida.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

In order for this course to be taught with fidelity teachers without a computer science certification or related postsecondary coursework should, at a minimum, have completed a course in computer science such as those offered through a MOOC from a reputable institution or by attending training such as those offered by code.org.

GENERAL INFORMATION

Course Number: 0200000

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Computer Education >

SubSubject: General >

Abbreviated Title: M/J COMP SCI DISC

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

M/J Computer Science Discoveries 1 (#0200010) 2018 - 2022

(current)

Course Standards

Name	Description
SC.68.CS-CC.1.1:	Demonstrate an ability to communicate appropriately through various online tools.
SC.68.CS-CC.1.2:	Apply productivity and or multimedia tools for local and global group collaboration.
SC.68.CS-CC.1.3:	Design, develop, and publish a collaborative digital product using a variety of digital tools and media-rich resources that demonstrate and communicate concepts to inform, persuade, and/or entertain.
SC.68.CS-CP.2.1:	Develop problem solutions using visual representations of problem states, structures and data.
SC.68.CS-CP.2.2:	Evaluate the logical flow of a step-by-step program by acting it out through computer-free activities.
SC.68.CS-CP.2.3:	Develop problem solutions using a block programming language, including all of the following: looping behavior, conditional statements, expressions, variables, and functions.
SC.68.CS-CP.2.4:	Develop problem solutions using a programming language, including all of the following: looping behavior, conditional statements, expressions, variables, and functions.
SC.68.CS-CP.3.1:	Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
SC.68.CS-CP.3.2:	Create online content (e.g., webpage, blog, digital portfolio, multimedia), using advanced design tools.
SC.68.CS-CP.3.3:	Create an artifact (independently and collaboratively) that answers a research question and communicates results and conclusions.
SC.68.CS-CS.1.1:	Examine connections between elements of mathematics and computer science including binary numbers, logic, sets, and functions.
SC.68.CS-CS.1.2:	Create or modify and use a simulation to analyze and illustrate a concept in depth (i.e., use a simulation to illustrate a genetic variation), individually and collaboratively.
SC.68.CS-CS.1.3:	Evaluate what kinds of real-world problems can be solved using modeling and simulation.
SC.68.CS-CS.2.5:	Decompose a problem and create a function for one of its parts at a time (e.g., video game, robot obstacle course, making dinner), individually and collaboratively.
SC.68.CS-CS.2.6:	Create a program that implements an algorithm to achieve a given goal, individually and collaboratively.
SC.68.CS-CS.2.7:	Design solutions that use repetition and two-way selection (e.g., for, while, if/else).
SC.68.CS-CS.2.8:	Recognize that boundaries need to be taken into account for an algorithm to produce correct results.
SC.68.CS-CS.2.10:	Recognize that more than one algorithm can solve a given problem.
SC.68.CS-CS.2.11:	Predict outputs while showing an understanding of inputs.
SC.68.CS-CS.2.13:	Explore a problem domain using iterative development and debugging.
SC.68.CS-CS.6.1:	Explain why some tasks can be accomplished more easily by computers.
SC.68.CS-CS.6.2:	Describe how humans and machines interact to accomplish tasks that cannot be accomplished by either alone.
SC.68.CS-CS.6.3:	Identify novel ways humans interact with computers, including software, probes, sensors, and handheld devices.
SC.68.CS-CS.6.4:	Describe ways in which computers use models of intelligent behavior (e.g., robot motion, speech and language understanding, and computer vision).
SC.68.CS-CS.6.5:	Identify factors that distinguish humans from machines.
SC.68.CS-CS.6.6:	Design and demonstrate the use of a device (e.g., robot, e-textile) to accomplish a task, individually and collaboratively.
SC.68.CS-PC.1.1:	Recognize and describe legal and ethical behaviors when using information and technology and describe the consequences of misuse.
SC.68.CS-PC.1.2:	Describe and use safe and appropriate practices when participating in online communities (e.g., discussion groups, blogs, and social networking sites).
SC.68.CS-PC.1.3:	Evaluate the proper use and operation of security technologies (e.g., passwords, virus protection software, spam filters, pop-up blockers, and cookies).
SC.68.CS-PC.1.4:	Recognize the impacts and consequences of plagiarism on the development of creative works, projects, publications and online content.
SC.68.CS-PC.2.1:	Analyze the positive and negative impacts of computing, social networking and web technologies on human culture.
SC.68.CS-PC.2.2:	Explain the possible consequences of cyberbullying and inappropriate use of social media on personal life and society.
SC.68.CS-PC.2.3:	Describe the influence of access to information technologies over time and the effects those changes have had on education, the workplace, and the global society.
SC.68.CS-PC.2.8:	Identify interdisciplinary careers that are enhanced by computer science.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.68.RST.1.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LAFS.68.RST.4.10:	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
MAFS.K12.MP.1.1:	Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
MAFS.K12.MP.2.1:	Standard Relation to Course: Supporting Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
MAFS.K12.MP.3.1:	Standard Relation to Course: Supporting Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
	Standard Relation to Course: Supporting Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or

MAFS.K12.MP.4.1:	<p>use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p> <p>Standard Relation to Course: Supporting Use appropriate tools strategically.</p>
MAFS.K12.MP.5.1:	<p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting Attend to precision.</p>
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General Course Information and Notes

VERSION DESCRIPTION

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Computing is so fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training.

Students learn best when they are intrinsically motivated. This course prioritizes learning experiences that are active, relevant to students' lives, and provide students authentic choice. Students are encouraged to be curious, solve personally relevant problems and to express themselves through creation. Learning is an inherently social activity, so the course is designed to interweave lessons with discussions, presentations, peer feedback, and shared reflections. As students proceed through the pathway, the structures increasingly shift responsibility to students to formulate their own questions, develop their own solutions, and critique their work.

It is also critical to diversify the technology workforce. Addressing inequities within the field of computer science is critical to bringing computer science to all students. The tools and strategies in this course will help teachers understand and address well-known equity gaps within the field. All students can succeed in computer science when given the right supports and opportunities, regardless of prior knowledge.

OVERVIEW AND GOALS

Computer Science Discoveries 1 introduces students to computer science as a vehicle for problem solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression.

Additional Notes - Pedagogical Approach to Learning: Teacher as Lead Learner

What is the Lead Learner approach?

As the lead learner, the teacher role shifts from being the source of knowledge to that of a leader in seeking knowledge. The lead learner's mantra is: "I may not know the answer, but I know that together we can figure it out."

The philosophy of the lead learner strategy is that students can benefit from having a model to demonstrate the learning process. Being a lead learner doesn't discount the need for a teacher to develop computer science content expertise, but it does allow for an environment of openness with students about the teacher learning process. Modeling and teaching how to learn are the most important factors to consider in order to be successful with this style of teaching and learning.

The lead learner technique represents good teaching practice in general. One important role of the teacher in the Computer Science Discoveries classroom is to model excitement about investigating how things work by asking motivating questions about why things work the way they do or are the way they are. With teacher guidance, students will learn how to hypothesize; ask questions of peers; test, evaluate, and refine solutions collaboratively; seek out resources; analyze data; and write clear and cogent code.

English Language Arts (ELA) Standards Special Notes Section:

Teachers are required to provide speaking and listening instruction that allows students to communicate information, ideas and concepts for academic success in the content area. Within this course you will find standards specific to the 6th, 7th and 8th grade ranges, the appropriate standards for the grade should be utilized.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE) will need modifications to meet their needs. Modifications change the outcomes and or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.

Additional Resources

Additional resources and a free curriculum that may be utilized for this course can be found at curriculum.code.org/csd-18/ and codehs.com/info/states/florida.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

In order for this course to be taught with fidelity teachers without a computer science certification or related postsecondary coursework should, at a minimum, have completed a course in computer science such as those offered through a MOOC from a reputable institution or by attending training such as those offered by code.org.

GENERAL INFORMATION

Course Number: 0200010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Computer Education >

SubSubject: General >

Abbreviated Title: M/J COMP SCI DISC 1

Course Length: Semester (S)

Course Level: 2

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 6,7,8

M/J Computer Science Discoveries 2 (#0200020) 2018 - 2022

(current)

Course Standards

Name	Description
SC.68.CS-CC.1.3:	Design, develop, and publish a collaborative digital product using a variety of digital tools and media-rich resources that demonstrate and communicate concepts to inform, persuade, and/or entertain.
SC.68.CS-CP.2.1:	Develop problem solutions using visual representations of problem states, structures and data.
SC.68.CS-CP.2.2:	Evaluate the logical flow of a step-by-step program by acting it out through computer-free activities.
SC.68.CS-CP.3.1:	Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
SC.68.CS-CP.3.2:	Create online content (e.g., webpage, blog, digital portfolio, multimedia), using advanced design tools.
SC.68.CS-CP.3.3:	Create an artifact (independently and collaboratively) that answers a research question and communicates results and conclusions.
SC.68.CS-CS.1.1:	Examine connections between elements of mathematics and computer science including binary numbers, logic, sets, and functions.
SC.68.CS-CS.1.2:	Create or modify and use a simulation to analyze and illustrate a concept in depth (i.e., use a simulation to illustrate a genetic variation), individually and collaboratively.
SC.68.CS-CS.1.3:	Evaluate what kinds of real-world problems can be solved using modeling and simulation.
SC.68.CS-CS.1.4:	Interact with content-specific models and simulations to support learning, research and problem solving (e.g., immigration, international trade, invasive species).
SC.68.CS-CS.2.2:	Solve real-life issues in science and engineering (i.e., generalize a solution to open-ended problems) using computational thinking skills.
SC.68.CS-CS.2.4:	Organize and display information in a variety of ways such as number formats (e.g., scientific notation, percentages, and exponents), charts, tables and graphs.
SC.68.CS-CS.2.6:	Create a program that implements an algorithm to achieve a given goal, individually and collaboratively.
SC.68.CS-CS.2.7:	Design solutions that use repetition and two-way selection (e.g., for, while, if/else).
SC.68.CS-CS.2.9:	Identify simple data types and data structures.
SC.68.CS-CS.2.12:	Select the 'best' algorithm based on a given criteria (e.g., time, resource, and accessibility) to solve a problem, individually and collaboratively.
SC.68.CS-CS.2.13:	Explore a problem domain using iterative development and debugging.
SC.68.CS-CS.2.14:	Perform program tracing to predict the behavior of programs.
SC.68.CS-CS.3.1:	Explain why different file types exist (e.g., formats for word processing, images, music, and three-dimensional drawings).
SC.68.CS-CS.3.2:	Identify the kinds of content associated with different file types.
SC.68.CS-CS.3.3:	Integrate information from multiple file formats into a single artifact.
SC.68.CS-CS.4.1:	Identify and describe the function of the main internal parts of a basic computing device (e.g., motherboard, hard drive, Central Processing Unit -CPU).
SC.68.CS-CS.4.2:	Describe the main functions of an operating system and explain how an operating system provides user and system services (e.g., user interface, IO device management, task management).
SC.68.CS-CS.4.3:	Describe the relationships between hardware and software (e.g., BIOS, operating systems and firmware).
SC.68.CS-CS.4.4:	Identify and describe the use of sensors, actuators, and control systems in an embodied system (e.g., a robot, an e-textile, installation art, and a smart room).
SC.68.CS-CS.4.5:	Evaluate a hardware or software problem and construct the steps involved in diagnosing and solving the problem (e.g., power, connections, application window or toolbar, cables, ports, network resources, video, and sound).
SC.68.CS-CS.4.6:	Describe the essential characteristics of a software artifact.
SC.68.CS-CS.4.7:	Describe the major components and functions of computer systems and networks.
SC.68.CS-CS.4.8:	Identify software used to support specialized forms of human-computer interaction.
SC.68.CS-CS.6.1:	Explain why some tasks can be accomplished more easily by computers.
SC.68.CS-CS.6.2:	Describe how humans and machines interact to accomplish tasks that cannot be accomplished by either alone.
SC.68.CS-CS.6.3:	Identify novel ways humans interact with computers, including software, probes, sensors, and handheld devices.
SC.68.CS-CS.6.4:	Describe ways in which computers use models of intelligent behavior (e.g., robot motion, speech and language understanding, and computer vision).
SC.68.CS-CS.6.5:	Identify factors that distinguish humans from machines.
SC.68.CS-CS.6.6:	Design and demonstrate the use of a device (e.g., robot, e-textile) to accomplish a task, individually and collaboratively.
SC.68.CS-PC.1.1:	Recognize and describe legal and ethical behaviors when using information and technology and describe the consequences of misuse.
SC.68.CS-PC.1.2:	Describe and use safe and appropriate practices when participating in online communities (e.g., discussion groups, blogs, and social networking sites).
SC.68.CS-PC.1.3:	Evaluate the proper use and operation of security technologies (e.g., passwords, virus protection software, spam filters, pop-up blockers, and cookies).
SC.68.CS-PC.1.4:	Recognize the impacts and consequences of plagiarism on the development of creative works, projects, publications and online content.
SC.68.CS-PC.2.4:	Describe how the unequal net-neutrality and distribution of computing resources in a global economy raises issues of equity, access, and power.
SC.68.CS-PC.2.5:	Describe ways in which adaptive technologies can assist users with special needs to function in their daily lives.
SC.68.CS-PC.2.6:	Identify and discuss the technology skills needed in the workplace.
SC.68.CS-PC.2.7:	Interpret writings and/or communications which use developmentally appropriate terminology.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under

	discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.68.RST.1.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LAFS.68.RST.4.10:	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
MAFS.K12.MP.1.1:	Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. Standard Relation to Course: Supporting Reason abstractly and quantitatively.
MAFS.K12.MP.2.1:	Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. Standard Relation to Course: Supporting Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.3.1:	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning

from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Standard Relation to Course: Supporting

Model with mathematics.

MAFS.K12.MP.4.1:

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Standard Relation to Course: Supporting

Use appropriate tools strategically.

MAFS.K12.MP.5.1:

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

MAFS.K12.MP.6.1:

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

MAFS.K12.MP.7.1:

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Standard Relation to Course: Supporting

Look for and express regularity in repeated reasoning.

MAFS.K12.MP.8.1:

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Standard Relation to Course: Supporting

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

PURPOSE

Computing is so fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training.

Students learn best when they are intrinsically motivated. This course prioritizes learning experiences that are active, relevant to students' lives, and provide students authentic choice. Students are encouraged to be curious, solve personally relevant problems and to express themselves through creation. Learning is an inherently social activity, so the course is designed to interweave lessons with discussions, presentations, peer feedback, and shared reflections. As students proceed through the pathway, the structures increasingly shift responsibility to students to formulate their own questions, develop their own solutions, and critique their work.

It is also critical to diversify the technology workforce. Addressing inequities within the field of computer science is critical to bringing computer science to all students. The tools and strategies in this course will help teachers understand and address well-known equity gaps within the field. All students can succeed in computer science when given the right supports and opportunities, regardless of prior knowledge.

OVERVIEW AND GOALS

Computer Science Discoveries 2 introduces students to computer science as a vehicle for problem solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Centering on the immediately observable and personally applicable elements of computer science, the course asks students to look outward and explore the impact of computer science on society. Students should see how a thorough student-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect, input and return output in a variety of ways.

Additional Notes - Pedagogical Approach to Learning: Teacher as Lead Learner

What is the Lead Learner approach?

As the lead learner, the teacher role shifts from being the source of knowledge to that of a leader in seeking knowledge. The lead learner's mantra is: "I may not know the answer, but I know that together we can figure it out."

The philosophy of the lead learner strategy is that students can benefit from having a model to demonstrate the learning process. Being a lead learner doesn't discount the need for a teacher to develop computer science content expertise, but it does allow for an environment of openness with students about the teacher learning process. Modeling and teaching how to learn are the most important factors to consider in order to be successful with this style of teaching and learning.

The lead learner technique represents good teaching practice in general. One important role of the teacher in the Computer Science Discoveries classroom is to model excitement about investigating how things work by asking motivating questions about why things work the way they do or are the way they are. With teacher guidance, students will learn how to hypothesize; ask questions of peers; test, evaluate, and refine solutions collaboratively; seek out resources; analyze data; and write clear and cogent code.

English Language Arts (ELA) Standards Special Notes Section:

Teachers are required to provide speaking and listening instruction that allows students to communicate information, ideas and concepts for academic success in the content area. Within this course you will find standards specific to the 6th, 7th and 8th grade ranges, the appropriate standards for the grade should be utilized.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE) will need modifications to meet their needs. Modifications change the outcomes and or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.

Additional Resources

Additional resources and a free curriculum that may be utilized for this course can be found at curriculum.code.org/csd-18/ and codehs.com/info/states/florida.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

In order for this course to be taught with fidelity teachers without a computer science certification or related postsecondary coursework should, at a minimum, have completed a course in computer science such as those offered through a MOOC from a reputable institution or by attending training such as those offered by code.org.

GENERAL INFORMATION

Course Number: 0200020

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Computer Education >

SubSubject: General >

Abbreviated Title: M/J COMP SCI DISC 2

Course Length: Semester (S)

Course Level: 2

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

M/J Computer Education Transfer (#0200220) 2015 - 2022 (current)

Course Standards

Name	Description
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

QUALIFICATIONS

NA

GENERAL INFORMATION

Course Number: 0200220

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Computer Education >

SubSubject: General >

Abbreviated Title: M/J CPTR TRAN

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Computer Science Discoveries (#0200305) 2019 - 2022 (current)

Course Standards

Name	Description
SC.912.CS-CC.1.1:	Evaluate modes of communication and collaboration.
SC.912.CS-CC.1.2:	Select appropriate tools within a project environment to communicate with project team members.
SC.912.CS-CC.1.4:	Develop a collaborative digital product using collaboration tools (e.g., version control systems and integrated development environments).
SC.912.CS-CC.1.5:	Communicate and publish key ideas and details to a variety of audiences using digital tools and media-rich resources.
SC.912.CS-CC.1.6:	Identify how collaboration influences the design and development of software artifacts.
SC.912.CS-CC.1.7:	Evaluate program designs and implementations written by others for readability and usability.
SC.912.CS-CP.1.1:	Evaluate effective uses of Boolean logic (e.g., using "not", "or", "and") to refine searches for individual and collaborative projects.
SC.912.CS-CP.1.2:	Perform advanced searches to locate information and/or design a data-collection approach to gather original data (e.g., qualitative interviews, surveys, prototypes, and simulations).
SC.912.CS-CP.1.3:	Analyze and manipulate data collected by a variety of data collection techniques to support a hypothesis.
SC.912.CS-CP.1.4:	Collect real-time data from sources such as simulations, scientific and robotic sensors, and device emulators, using this data to formulate strategies or algorithms to solve advanced problems.
SC.912.CS-CP.2.1:	Explain the program execution process (by an interpreter and in CPU hardware).
SC.912.CS-CP.2.4:	Facilitate programming solutions using application programming interfaces (APIs) and libraries.
SC.912.CS-CP.2.5:	Explain the role of an API in the development of applications and the distinction between a programming language's syntax and the API.
SC.912.CS-CP.2.6:	Describe a variety of commonly used programming languages.
SC.912.CS-CP.2.7:	Classify programming languages by paradigm and application domain (e.g., imperative, functional, and logic languages) and evaluate their application to domains such as web programming, symbolic processing and data/numerical processing.
SC.912.CS-CP.3.1:	Create a computational artifact, individually and collaboratively, followed by reflection, analysis, and iteration (e.g., data-set analysis program for science and engineering fair, capstone project that includes a program, term research project based on program data).
SC.912.CS-CP.3.2:	Create mobile computing applications and/or dynamic web pages through the use of a variety of design and development tools, programming languages, and mobile devices/emulators.
SC.912.CS-CS.1.1:	Analyze data and identify real-world patterns through modeling and simulation.
SC.912.CS-CS.1.2:	Formulate, refine, and test scientific hypotheses using models and simulations.
SC.912.CS-CS.1.3:	Explain how data analysis is used to enhance the understanding of complex natural and human systems.
SC.912.CS-CS.1.4:	Compare techniques for analyzing massive data collections.
SC.912.CS-CS.1.5:	Represent and understand natural phenomena using modeling and simulation.
SC.912.CS-CS.2.2:	Describe the concept of parallel processing as a strategy to solve large problems.
SC.912.CS-CS.2.4:	Divide a complex problem into simpler parts by using the principle of abstraction to manage complexity (i.e., by using searching and sorting as abstractions) using predefined functions and parameters, classes, and methods.
SC.912.CS-CS.2.5:	Evaluate classical algorithms and implement an original algorithm.
SC.912.CS-CS.2.6:	Evaluate various data types and data structures.
SC.912.CS-CS.2.9:	Evaluate ways to characterize how well algorithms perform and that two algorithms can perform differently for the same task.
SC.912.CS-CS.2.10:	Design and implement a simple simulation algorithm to analyze, represent, and understand natural phenomena.
SC.912.CS-CS.2.11:	Evaluate algorithms by their efficiency, correctness, and clarity (e.g., by analyzing and comparing execution times, testing with multiple inputs or data sets, and by debugging).
SC.912.CS-CS.2.12:	Compare and contrast simple data structures and their uses.
SC.912.CS-CS.2.13:	Explain how automated software testing can reduce the cost of the testing effort.
SC.912.CS-CS.2.14:	Explain what tools are applied to provide automated testing environments.
SC.912.CS-CS.3.1:	Describe digital tools or resources to use for a real-world task based on their efficiency and effectiveness.
SC.912.CS-CS.3.2:	Evaluate different file types for different purposes (e.g., word processing, images, music, and three-dimensional drawings).
SC.912.CS-CS.4.1:	Describe a software development process that is used to solve problems at different software development stages (e.g., design, coding, testing, and verification).
SC.912.CS-CS.4.2:	Describe the organization of a computer and identify its principal components by name, function, and the flow of instructions and data between components (e.g., storage devices, memory, CPU, graphics processors, IO and network ports).
SC.912.CS-CS.4.3:	Differentiate between multiple levels of hardware and software (such as CPU hardware, operating system, translation, and interpretation) that support program execution.
SC.912.CS-CS.4.4:	Evaluate various forms of input and output (e.g., IO and storage devices and digital media).
SC.912.CS-CS.4.6:	Develop criteria for selecting appropriate hardware and software when solving a specific real-world problem (such as business, educational, personal).
SC.912.CS-CS.4.7:	Develop a software artifact (independently and collaboratively) in phases (or stages) according to a common software development methodology (e.g., Waterfall or Spiral model).
SC.912.CS-CS.4.9:	Analyze historical trends in hardware and software to assess implications on computing devices for the future (e.g., upgrades for power/energy, computation capacity, speed, size, ease of use).
SC.912.CS-CS.5.1:	Identify and select the most appropriate file format based on trade-offs (e.g., open file formats, text, proprietary and binary formats, compression and encryption formats).
SC.912.CS-CS.5.2:	Describe the issues that impact network functionality (e.g., latency, bandwidth, firewalls and server capability).
SC.912.CS-CS.5.3:	Describe common network protocols, such as IP, TCP, SMTP, HTTP, and FTP, and how these are applied by client-server and peer-to-peer networks.
SC.912.CS-PC.1.1:	Compare and contrast appropriate and inappropriate social networking behaviors.
SC.912.CS-PC.1.2:	Describe and demonstrate ethical and responsible use of modern communication media and devices.
SC.912.CS-PC.1.3:	Evaluate the impacts of irresponsible use of information (e.g., plagiarism and falsification of data) on collaborative projects.

SC.912.CS-PC.1.4:	Explain the principles of cryptography by examining encryption, digital signatures, and authentication methods (e.g., explain why and how certificates are used with “https” for authentication and encryption).
SC.912.CS-PC.1.5:	Implement an encryption, digital signature, or authentication method.
SC.912.CS-PC.1.6:	Describe computer security vulnerabilities and methods of attack, and evaluate their social and economic impact on computer systems and people.
SC.912.CS-PC.2.1:	Describe how the Internet facilitates global communication.
SC.912.CS-PC.2.2:	Identify ways to use technology to support lifelong learning.
SC.912.CS-PC.2.3:	Discuss and analyze the impact of values and points of view that are presented in media messages (e.g., racial, gender, and political).
SC.912.CS-PC.2.4:	Analyze the positive and negative impacts of technology on popular culture and personal life.
SC.912.CS-PC.2.5:	Construct strategies to combat cyberbullying or online harassment.
SC.912.CS-PC.2.8:	Evaluate ways in which adaptive technologies may assist users with special needs.
SC.912.CS-PC.2.10:	Describe and evaluate the challenges (e.g., political, social, and economic) in providing equal access and distribution of technology in a global society.
SC.912.CS-PC.2.12:	Explore a variety of careers to which computing is central.
SC.912.CS-PC.2.13:	Predict future careers and the technologies that may exist based on current technology trends.
SC.912.CS-PC.4.4:	Describe security and privacy issues that relate to computer networks.
SC.912.CS-PC.4.5:	Identify computer-related laws and analyze their impact on digital privacy, security, intellectual property, network access, contracts, and harassment.
SC.912.CS-PC.4.6:	Describe security and privacy issues that relate to computer networks including the permanency of data on the Internet, online identity, and privacy.
SC.912.CS-PC.4.8:	Describe the impact of government regulation on privacy and security.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
MAFS.K12.MP.1.1:	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p> <p>Standard Relation to Course: Supporting</p> <p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and</p>

MAFS.K12.MP.2.1:	<p>manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p> <p>Standard Relation to Course: Supporting</p> <p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
MAFS.K12.MP.3.1:	<p>Standard Relation to Course: Supporting</p> <p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
MAFS.K12.MP.4.1:	<p>Standard Relation to Course: Supporting</p> <p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
MAFS.K12.MP.5.1:	<p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
MAFS.K12.MP.6.1:	<p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
MAFS.K12.MP.7.1:	<p>Standard Relation to Course: Supporting</p> <p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>
MAFS.K12.MP.8.1:	<p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

VERSION DESCRIPTION

PURPOSE

Computing is so fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training.

Students learn best when they are intrinsically motivated. This course prioritizes learning experiences that are active, relevant to students' lives, and provide students authentic choice. Students are encouraged to be curious, solve personally relevant problems and to express themselves through creation. Learning is an inherently social activity, so the course is designed to interweave lessons with discussions, presentations, peer feedback, and shared reflections. As students proceed through the pathway, the structures increasingly shift responsibility to students to formulate their own questions, develop their own solutions, and critique their work.

It is also critical to diversify the technology workforce. Addressing inequities within the field of computer science is critical to bringing computer science to all students. The tools and strategies in this course will help teachers understand and address well-known equity gaps within the field. All students can succeed in computer science when given the right supports and opportunities, regardless of prior knowledge.

OVERVIEW AND GOALS

Computer Science Discoveries introduces students to computer science as a vehicle for problem solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Centering on the immediately observable and personally applicable elements of computer science, the course asks students to look outward and explore the impact of computer science on society. Students should see how a thorough student-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect, input and return output in a variety of ways.

Additional Notes - Pedagogical Approach to Learning: Teacher as Lead Learner

What is the Lead Learner approach?

As the lead learner, the teacher role shifts from being the source of knowledge to that of a leader in seeking knowledge. The lead learner's mantra is: "I may not know the answer, but I know that together we can figure it out."

The philosophy of the lead learner strategy is that students can benefit from having a model to demonstrate the learning process. Being a lead learner doesn't discount the need for a teacher to develop computer science content expertise, but it does allow for an environment of openness with students about the teacher learning process. Modeling and teaching how to learn are the most important factors to consider in order to be successful with this style of teaching and learning.

The lead learner technique represents good teaching practice in general. One important role of the teacher in the Computer Science Discoveries classroom is to model excitement about investigating how things work by asking motivating questions about why things work the way they do or are the way they are. With teacher guidance, students will learn how to hypothesize; ask questions of peers; test, evaluate, and refine solutions collaboratively; seek out resources; analyze data; and write clear and cogent code.

English Language Arts (ELA) Standards Special Notes Section:

Teachers are required to provide speaking and listening instruction that allows students to communicate information, ideas and concepts for academic success in the content area. Within this course you will find standards specific to the 9-10 and 11-12 grade ranges, the appropriate standards for the grade should be utilized.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE) will need modifications to meet their needs. Modifications change the outcomes and or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.

Additional Resources

Additional resources and a free curriculum that may be utilized for this course can be found at curriculum.code.org/csd-18/ and codehs.com/info/states/florida.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

In order for this course to be taught with fidelity teachers without a computer science certification or related postsecondary coursework should, at a minimum, have completed a course in computer science such as those offered through a MOOC from a reputable institution or by attending training such as those offered by code.org.

GENERAL INFORMATION

Course Number: 0200305

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Mathematics

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Computer Education >

SubSubject: General >

Abbreviated Title: COMP SCI DISCOVERIES

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

Computer Science Principles (#0200315) 2019 - 2022 (current)

Course Standards

Name	Description
SC.912.CS-CC.1.1:	Evaluate modes of communication and collaboration.
SC.912.CS-CC.1.2:	Select appropriate tools within a project environment to communicate with project team members.
SC.912.CS-CC.1.3:	Collect, analyze, and present information using a variety of computing devices (e.g., probes, sensors, and handheld devices).
SC.912.CS-CC.1.4:	Develop a collaborative digital product using collaboration tools (e.g., version control systems and integrated development environments).
SC.912.CS-CC.1.5:	Communicate and publish key ideas and details to a variety of audiences using digital tools and media-rich resources.
SC.912.CS-CC.1.6:	Identify how collaboration influences the design and development of software artifacts.
SC.912.CS-CC.1.7:	Evaluate program designs and implementations written by others for readability and usability.
SC.912.CS-CP.1.1:	Evaluate effective uses of Boolean logic (e.g., using "not", "or", "and") to refine searches for individual and collaborative projects.
SC.912.CS-CP.1.2:	Perform advanced searches to locate information and/or design a data-collection approach to gather original data (e.g., qualitative interviews, surveys, prototypes, and simulations).
SC.912.CS-CP.1.3:	Analyze and manipulate data collected by a variety of data collection techniques to support a hypothesis.
SC.912.CS-CP.1.4:	Collect real-time data from sources such as simulations, scientific and robotic sensors, and device emulators, using this data to formulate strategies or algorithms to solve advanced problems.
SC.912.CS-CP.2.1:	Explain the program execution process (by an interpreter and in CPU hardware).
SC.912.CS-CP.2.2:	Design and implement a program using global and local scope.
SC.912.CS-CP.2.3:	Implement a program using an industrial-strength integrated development environment.
SC.912.CS-CP.2.4:	Facilitate programming solutions using application programming interfaces (APIs) and libraries.
SC.912.CS-CP.2.5:	Explain the role of an API in the development of applications and the distinction between a programming language's syntax and the API.
SC.912.CS-CP.2.6:	Describe a variety of commonly used programming languages.
SC.912.CS-CP.2.7:	Classify programming languages by paradigm and application domain (e.g., imperative, functional, and logic languages) and evaluate their application to domains such as web programming, symbolic processing and data/numerical processing.
SC.912.CS-CP.3.1:	Create a computational artifact, individually and collaboratively, followed by reflection, analysis, and iteration (e.g., data-set analysis program for science and engineering fair, capstone project that includes a program, term research project based on program data).
SC.912.CS-CP.3.2:	Create mobile computing applications and/or dynamic web pages through the use of a variety of design and development tools, programming languages, and mobile devices/emulators.
SC.912.CS-CS.1.1:	Analyze data and identify real-world patterns through modeling and simulation.
SC.912.CS-CS.1.2:	Formulate, refine, and test scientific hypotheses using models and simulations.
SC.912.CS-CS.1.3:	Explain how data analysis is used to enhance the understanding of complex natural and human systems.
SC.912.CS-CS.1.4:	Compare techniques for analyzing massive data collections.
SC.912.CS-CS.1.5:	Represent and understand natural phenomena using modeling and simulation.
SC.912.CS-CS.2.1:	Explain intractable problems and understand that problems exist that are computationally unsolvable (e.g., classic intractable problems include the Towers of Hanoi and the Traveling Salesman Problem -TSP).
SC.912.CS-CS.2.2:	Describe the concept of parallel processing as a strategy to solve large problems.
SC.912.CS-CS.2.3:	Demonstrate concurrency by separating processes into threads of execution and dividing data into parallel streams.
SC.912.CS-CS.2.4:	Divide a complex problem into simpler parts by using the principle of abstraction to manage complexity (i.e., by using searching and sorting as abstractions) using predefined functions and parameters, classes, and methods.
SC.912.CS-CS.2.5:	Evaluate classical algorithms and implement an original algorithm.
SC.912.CS-CS.2.6:	Evaluate various data types and data structures.
SC.912.CS-CS.2.7:	Explain how sequence, selection, iteration, and recursion are building blocks of algorithms.
SC.912.CS-CS.2.8:	Decompose a problem by defining new functions and classes.
SC.912.CS-CS.2.9:	Evaluate ways to characterize how well algorithms perform and that two algorithms can perform differently for the same task.
SC.912.CS-CS.2.10:	Design and implement a simple simulation algorithm to analyze, represent, and understand natural phenomena.
SC.912.CS-CS.2.11:	Evaluate algorithms by their efficiency, correctness, and clarity (e.g., by analyzing and comparing execution times, testing with multiple inputs or data sets, and by debugging).
SC.912.CS-CS.2.12:	Compare and contrast simple data structures and their uses.
SC.912.CS-CS.2.13:	Explain how automated software testing can reduce the cost of the testing effort.
SC.912.CS-CS.2.14:	Explain what tools are applied to provide automated testing environments.
SC.912.CS-CS.4.1:	Describe a software development process that is used to solve problems at different software development stages (e.g., design, coding, testing, and verification).
SC.912.CS-CS.4.2:	Describe the organization of a computer and identify its principal components by name, function, and the flow of instructions and data between components (e.g., storage devices, memory, CPU, graphics processors, IO and network ports).
SC.912.CS-CS.4.3:	Differentiate between multiple levels of hardware and software (such as CPU hardware, operating system, translation, and interpretation) that support program execution.
SC.912.CS-CS.4.4:	Evaluate various forms of input and output (e.g., IO and storage devices and digital media).
SC.912.CS-CS.4.5:	Develop and evaluate criteria for purchasing or upgrading computer system hardware (e.g., Wi-Fi, mobile devices, home and office machines).
SC.912.CS-CS.4.6:	Develop criteria for selecting appropriate hardware and software when solving a specific real-world problem (such as business, educational, personal).
SC.912.CS-CS.4.7:	Develop a software artifact (independently and collaboratively) in phases (or stages) according to a common software development methodology (e.g., Waterfall or Spiral model).
SC.912.CS-CS.4.8:	Evaluate the basic components of computer networks.
SC.912.CS-CS.5.1:	Identify and select the most appropriate file format based on trade-offs (e.g., open file formats, text, proprietary and binary formats, compression and encryption formats).

SC.912.CS-CS.5.2:	Describe the issues that impact network functionality (e.g., latency, bandwidth, firewalls and server capability).
SC.912.CS-CS.5.3:	Describe common network protocols, such as IP, TCP, SMTP, HTTP, and FTP, and how these are applied by client-server and peer-to-peer networks.
SC.912.CS-PC.1.1:	Compare and contrast appropriate and inappropriate social networking behaviors.
SC.912.CS-PC.1.2:	Describe and demonstrate ethical and responsible use of modern communication media and devices.
SC.912.CS-PC.1.3:	Evaluate the impacts of irresponsible use of information (e.g., plagiarism and falsification of data) on collaborative projects.
SC.912.CS-PC.1.4:	Explain the principles of cryptography by examining encryption, digital signatures, and authentication methods (e.g., explain why and how certificates are used with "https" for authentication and encryption).
SC.912.CS-PC.1.5:	Implement an encryption, digital signature, or authentication method.
SC.912.CS-PC.1.6:	Describe computer security vulnerabilities and methods of attack, and evaluate their social and economic impact on computer systems and people.
SC.912.CS-PC.2.1:	Describe how the Internet facilitates global communication.
SC.912.CS-PC.2.2:	Identify ways to use technology to support lifelong learning.
SC.912.CS-PC.2.3:	Discuss and analyze the impact of values and points of view that are presented in media messages (e.g., racial, gender, and political).
SC.912.CS-PC.2.4:	Analyze the positive and negative impacts of technology on popular culture and personal life.
SC.912.CS-PC.2.5:	Construct strategies to combat cyberbullying or online harassment.
SC.912.CS-PC.2.6:	Describe the impact of computing on business and commerce (e.g., automated inventory processing, financial transactions, e-commerce, virtualization, and cloud computing).
SC.912.CS-PC.2.7:	Describe how technology has changed the way people build and manage organizations and how technology impacts personal life.
SC.912.CS-PC.2.8:	Evaluate ways in which adaptive technologies may assist users with special needs.
SC.912.CS-PC.2.9:	Explain how societal and economic factors are affected by access to critical information.
SC.912.CS-PC.2.10:	Describe and evaluate the challenges (e.g., political, social, and economic) in providing equal access and distribution of technology in a global society.
SC.912.CS-PC.2.11:	Construct writings and/or communications using developmentally appropriate terminology.
SC.912.CS-PC.2.12:	Explore a variety of careers to which computing is central.
SC.912.CS-PC.2.13:	Predict future careers and the technologies that may exist based on current technology trends.
SC.912.CS-PC.3.1:	Evaluate the quality of digital resources for reliability (i.e., currency, relevancy, authority, accuracy, and purpose of digital information).
SC.912.CS-PC.3.2:	Evaluate the accuracy, relevance, comprehensiveness, appropriateness, and bias of electronic information resources.
SC.912.CS-PC.3.3:	Conduct research using peer reviewed articles, newspapers, magazine articles, and online books.
SC.912.CS-PC.3.4:	Analyze and evaluate public/government resources and describe how using these resources for communication can affect change.
SC.912.CS-PC.4.1:	Describe how different types of software licenses (e.g., open source and proprietary licenses) can be used to share and protect intellectual property.
SC.912.CS-PC.4.2:	Explain how access to information may not include the right to distribute the information.
SC.912.CS-PC.4.3:	Describe differences between open source, freeware, and proprietary software licenses, and how they apply to different types of software.
SC.912.CS-PC.4.4:	Describe security and privacy issues that relate to computer networks.
SC.912.CS-PC.4.5:	Identify computer-related laws and analyze their impact on digital privacy, security, intellectual property, network access, contracts, and harassment.
SC.912.CS-PC.4.6:	Describe security and privacy issues that relate to computer networks including the permanency of data on the Internet, online identity, and privacy.
SC.912.CS-PC.4.7:	Evaluate and use digital citation tools to cite sources.
SC.912.CS-PC.4.8:	Describe the impact of government regulation on privacy and security.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.SL.2.5:	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
MAFS.K12.MP.1.1:	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.2.1:	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.3.1:	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.4.1:	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>

	Standard Relation to Course: Supporting
	Look for and express regularity in repeated reasoning.
MAFS.K12.MP.8.1:	Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Computing is so fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training.

Students learn best when they are intrinsically motivated. This course prioritizes learning experiences that are active, relevant to students' lives, and provide students authentic choice. Students are encouraged to be curious, solve personally relevant problems and to express themselves through creation. Learning is an inherently social activity, so the course is designed to interweave lessons with discussions, presentations, peer feedback, and shared reflections. As students proceed through the pathway, the structures increasingly shift responsibility to students to formulate their own questions, develop their own solutions, and critique their own work.

It is also critical to diversity the technology workforce. Addressing inequities within the field of computer science is critical to bringing computer science to all students. The tools and strategies in this course will help teachers understand and address well-known equity gaps within the field. All students can succeed in computer science when given the right supports and opportunities, regardless of prior knowledge.

Additional Information

Computer Science Principles

Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing, so all students understand how these concepts are transforming the world we live in.

English Language Arts (ELA) Standards Special Notes Section:

Teachers are required to provide speaking and listening instruction that allows students to communicate information, ideas and concepts for academic success in the content area. Within this course you will find standards specific to the 6th, 7th and 8th grade ranges, the appropriate standards for the grade should be utilized.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE) will need modifications to meet their needs. Modifications change the outcomes and or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.

Additional Resources

Additional resources and a free curriculum that may be utilized for this course can be found at curriculum.code.org/csd-18/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

In order for this course to be taught with fidelity teachers without a computer science certification or related postsecondary coursework should, at a minimum, have completed a course in computer science such as those offered through a MOOC from a reputable institution or by attending a training such as those offered by code.org.

GENERAL INFORMATION

Course Number: 0200315

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: COMP SCI PRINCIPLES

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Mathematics

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

Business Education (Grades 6-12)

Advanced Placement Computer Science A (#0200320) 2019 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The course description for this Advanced Placement courses is located on the College Board site at apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0200320

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Mathematics

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education > **SubSubject:** General >

Abbreviated Title: AP COMPUTER SCI A

Course Length: Year (Y)

Course Attributes:

- Advanced Placement (AP)

Course Level: 3

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

Advanced Placement Computer Science A Innovation (#0200325) 2019 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The course description for this Advanced Placement course is located on the College Board website at apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

This course is a CAPE Innovation course under Sections 1003.4203 and 1008.44, Florida Statutes. In addition to the Advanced Placement content and examinations, this course includes career performance expectations, specifically, the attainment of the CIW Javascript Specialist.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0200325

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Mathematics

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education > **SubSubject:** General >

Abbreviated Title: AP CPTR SCI A INNOV

Course Length: Year (Y)

Course Attributes:

- Advanced Placement (AP)

Course Level: 3

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

Advanced Placement Computer Science Principles (#0200335) 2019 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The course description for this Advanced Placement course will be located on the College Board site at apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0200335

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Mathematics

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education > **SubSubject:** General >

Abbreviated Title: AP COMPUTER SCI PRIN

Course Length: Year (Y)

Course Attributes:

- Advanced Placement (AP)

Course Level: 3

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

AICE Computing 1 AS Level (#0200420) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0200420

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education > **SubSubject:** General >

Abbreviated Title: AICE COMPUTING 1 AS

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

AICE Computing 2 A Level (#0200430) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0200430

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education >

SubSubject: General >

Abbreviated Title: AICE COMPUTING 2 AL

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Cambridge AICE Design and Technology 1 AS Level (#0200460) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit visitcie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0200460

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Computer Education >

SubSubject: General >

Abbreviated Title: AICE DES & TECH 1 AS

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Cambridge Pre-AICE Computer Science IGCSE Level (#0200475) 2020 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit cambridgeinternational.org/programmes-and-qualifications/cambridge-upper-secondary/cambridge-igcse/curriculum/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0200475

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education > **SubSubject:** General >

Abbreviated Title: PRE-AICE COMPSCI IG

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

Cambridge AICE Computer Science 1 AS Level (#0200480) 2017 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0200480

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Computer Education >

SubSubject: General >

Abbreviated Title: AICE COMP SCI 1 AS

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

Cambridge AICE Computer Science 2 A Level (#0200485) 2017 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0200485

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education >

SubSubject: General >

Abbreviated Title: AICE COMP SCI 2 A

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

Cambridge AICE Information Technology 1 AS Level (#0200490) 2017 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0200490

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education >

SubSubject: General >

Abbreviated Title: AICE INFO TECH 1 AS

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

Cambridge AICE Information Technology 2 A Level (#0200495) 2017 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0200495

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education >

SubSubject: General >

Abbreviated Title: AICE INFO TECH 2 A

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

International Baccalaureate Computer Science 1 (#0200800) 2019 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0200800

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: IB COMPTR SCIENCE 1

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Equally Rigorous Science

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

International Baccalaureate Computer Science 2 (#0200810) 2019 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0200810

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: IB COMPTR SCIENCE 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Equally Rigorous Science

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

International Baccalaureate Computer Science 3 (#0200820) 2019 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0200820

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: IB COMPTR SCIENCE 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Equally Rigorous Science

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

International Baccalaureate Design Technology (#0200830) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0200830

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: IB MYP DESIGN TECH

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

International Baccalaureate Information Technology in Global Society 1 (#0200890) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0200890

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: IB INFO TECH SOC 1

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

International Baccalaureate Information Technology in Global Society 2 (#0200900) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0200900

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: IB INFO TECH SOC 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

International Baccalaureate Information Technology in Global Society 3 (#0200910) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0200910

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: IB INFO TECH SOC 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Information Technology Competency Examination (#0200985) 2016 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

Online Course Requirement

The Online Course Requirement required under Section 1003.4282(4), F.S., requires that at least one course within the 24 credit required for a standard high school diploma must be completed through online learning.

This course number indicate the requirement has been met for a student who has:

- Completed a course in which a student earns a nationally-recognized industry certification in information technology (as identified on the CAPE Industry Certification Funding List); or,
- Passed an information technology certification examination without enrollment in or completion of the corresponding course.

GENERAL INFORMATION

Course Number: 0200985

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education > **SubSubject:** General > **Abbreviated Title:** IT COMPETENCY EXAM
Course Length: Not Applicable

Course Type: Course Waiver

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Computer Education Transfer (#0200990) 2015 - 2022 (current)

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0200990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education > **SubSubject:** General >
Abbreviated Title: CPTR ED TRAN
Course Length: Not Applicable

Course Type: Transfer Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Introduction to Computer Science 1 (#5002010) 2016 - 2022

(current)

Course Standards

Name	Description
SC.K2.CS-CC.1.1:	Identify a variety of digital tools used for communication and collaboration (e.g., online library catalogs and databases).
SC.K2.CS-CC.1.2:	Conduct basic keyword searches, and exchange information and feedback with teachers and other students (e.g., e-mail and text messaging).
SC.K2.CS-CC.1.3:	Collaborate and cooperate with peers, teachers, and others using technology to solve problems.
SC.K2.CS-CC.1.4:	Provide and accept constructive criticism on a collaborative project.
SC.K2.CS-CP.1.1:	Identify different kinds of data (e.g., text, charts, graphs, numbers, pictures, audio, video, and collections of objects).
SC.K2.CS-CP.1.2:	Collect and manipulate data using a variety of computing methods (e.g., sorting, totaling, and averaging).
SC.K2.CS-CP.1.3:	Propose a solution to a problem or question based on an analysis of the data and critical thinking, individually and collaboratively.
SC.K2.CS-CP.1.4:	Create data visualizations (e.g., charts and infographics), individually and collaboratively.
SC.K2.CS-CP.2.1:	Define a computer program as a set of commands created by people to do something.
SC.K2.CS-CP.2.2:	Perform a simple task (e.g., making a sandwich and brushing teeth) breaking it into small steps.
SC.K2.CS-CP.2.3:	Explain that computers only follow the program's instructions.
SC.K2.CS-CP.2.4:	Construct a simple program using tools that do not require a textual programming language (e.g. block-based programming language).
SC.K2.CS-CP.3.1:	Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.
SC.K2.CS-CP.3.2:	Prepare a simple presentation of digital products and applications.
SC.K2.CS-CS.1.1:	Define simulation and identify the concepts illustrated by a simple simulation (e.g., growth, human health, and the butterfly life cycle).
SC.K2.CS-CS.1.2:	Describe how models and simulations can be used to solve real-world issues in science and engineering.
SC.K2.CS-CS.1.3:	Describe how models represent a real-life system (e.g., globe or map).
SC.K2.CS-CS.1.4:	Solve questions individually and collaboratively using models.
SC.K2.CS-CS.2.1:	Arrange or sort information into useful order, such as sorting students by birth date, with or without technology.
SC.K2.CS-CS.2.2:	Solve age-appropriate problems (e.g., puzzles and logical thinking programs) with or without technology (i.e., computational thinking).
SC.K2.CS-CS.2.3:	Solve real life issues in science and engineering using computational thinking.
SC.K2.CS-CS.2.4:	Define an algorithm as a sequence of defined steps.
SC.K2.CS-CS.2.5:	Create a simple algorithm, individually and collaboratively, without using computers to complete the task (e.g., making a sandwich, getting ready for school).
SC.K2.CS-CS.2.6:	Illustrate thoughts, ideas, and stories in a step-by-step manner using writing tools, digital cameras, and drawing tools.
SC.K2.CS-CS.2.7:	Develop and present an algorithm using tangible materials.
SC.K2.CS-CS.2.8:	Gather and organize information using concept-mapping tools.
SC.K2.CS-CS.3.1:	Create a digital artifact (independently and collaboratively) that clearly expresses thoughts and ideas.
SC.K2.CS-CS.3.2:	Create, review, and revise artifacts that include text, images, and audio using digital tools.
SC.K2.CS-CS.4.1:	Recognize different kinds of computing devices in the classroom and other places (e.g., laptops, tablets, smart phones, desktops, printers).
SC.K2.CS-CS.4.2:	Recognize and operate different types of computers, applications and peripherals (e.g., use input/output devices such as a mouse, keyboard, or touch screen; find, navigate, launch a program).
SC.K2.CS-CS.4.3:	Explain that a computer program is running when a program or command is executed.
SC.K2.CS-CS.6.1:	Identify tasks that are made easier because of computers.
SC.K2.CS-PC.1.1:	Demonstrate proper care for electronic devices (e.g., handling devices carefully, logging off or shutting down correctly, and keeping devices away from water/food).
SC.K2.CS-PC.1.2:	Describe the attributes of a good digital citizen: one who protects private information, balances time online, reports cyberbullying, and recognizes inappropriate content/contact.
SC.K2.CS-PC.1.3:	Identify safe and unsafe examples of online communications.
SC.K2.CS-PC.1.4:	Explain that a password helps protect the privacy of information.
SC.K2.CS-PC.2.1:	Identify and describe how people use many types of technologies in their daily work and personal lives.
SC.K2.CS-PC.2.2:	Communicate about technology using developmentally appropriate terminology.
SC.K2.CS-PC.2.3:	Recognize that people use computing technology in the workplace to perform many important tasks and functions.
SC.K2.CS-PC.4.1:	Explain that some information is private and should not be shared online.
MAFS.K12.MP.1.1:	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p> <p>Standard Relation to Course: Supporting</p> <p>Reason abstractly and quantitatively.</p>

MAFS.K12.MP.2.1:	<p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p> <p>Standard Relation to Course: Supporting</p> <p>Construct viable arguments and critique the reasoning of others.</p>
MAFS.K12.MP.3.1:	<p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p> <p>Standard Relation to Course: Supporting</p> <p>Model with mathematics.</p>
MAFS.K12.MP.4.1:	<p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p> <p>Standard Relation to Course: Supporting</p> <p>Use appropriate tools strategically.</p>
MAFS.K12.MP.5.1:	<p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and express regularity in repeated reasoning.</p>
MAFS.K12.MP.8.1:	<p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p> <p>Standard Relation to Course: Supporting</p> <p>Describe ways to respond when in an unwanted, threatening, or dangerous situation.</p>
HE.1.B.4.3:	<p>Clarifications: Leave, tell a trusted adult, and say "no."</p> <p>Explain the consequences of not following rules/practices when making healthy and safe decisions.</p>

HE.1.B.5.3:	Clarifications: Tooth decay and environmental damage.
	Demonstrate ways to respond to unwanted, threatening, or dangerous situations.
HE.2.B.4.3:	Clarifications: Role playing: "How to tell a trusted adult or how to leave a dangerous situation safely."
	Compare the consequences of not following rules/practices when making healthy and safe decisions.
HE.2.B.5.3:	Clarifications: Negative emotions, accidents, injuries, and pollution.
	Identify the appropriate responses to unwanted and threatening situations.
HE.K.B.4.3:	Clarifications: Tell a trusted adult, police officer, and/or parent; seek safety and run for help.
	Recognize the consequences of not following rules/practices when making healthy and safe decisions.
HE.K.B.5.3:	Clarifications: Injury to self and/or others.
	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LAFS.1.SL.1.1:	a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LAFS.2.SL.1.1:	a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
LAFS.K.SL.1.2:	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	Explain the purpose of rules and laws in the school and community.
SS.1.C.1.1:	Clarifications: Examples are keeping order and ensuring safety.
	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.1.2:	Clarifications: Examples are principals, teachers, parents, government leaders, and police.
	Explain the purpose and necessity of rules and laws at home, school, and community.
SS.K.C.1.2:	Clarifications: Examples are attending school and wearing a seat belt.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

This course should be taught using the appropriate standards/benchmarks for the grade.

The purpose of this course is to enable students to develop basic skills in computer science.

Within appropriate developmental guidelines the content of this course should expose students to:

- Responsible use of technology and information
- The impact of computing resources on local and global society
- Security, privacy, information sharing, ownership, licensure and copyright
- Communication and collaboration
- Modeling and simulations
- Problem solving and algorithms
- Digital tools
- Hardware and software
- Human-Computer interactions and Artificial Intelligence
- Data Analysis
- Computer programming basics
- Programming applications

Science and Engineering Practices (NRC Framework for K-12 Science Education, 2010)

- Asking questions (for science) and defining problems (for engineering).
- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.

- Using mathematics, information and computer technology, and computational thinking.
- Constructing explanations (for science) and designing solutions (for engineering).
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf.

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5002010

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades PreK to 5 Education
 Courses > **Subject:** Computer Education >
SubSubject: General >
Abbreviated Title: INTRO COMPUTER SCI 1
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

Introduction to Computer Science 2 (#5002020) 2016 - 2022

(current)

Course Standards

Name	Description
SC.35.CS-CC.1.1:	Identify technology tools for individual and collaborative data collection, writing, communication, and publishing activities.
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.
SC.35.CS-CC.1.3:	Identify ways that technology can foster teamwork, and collaboration can support problem solving and innovation.
SC.35.CS-CC.1.4:	Describe how collaborating with others can be beneficial to a digital project.
SC.35.CS-CC.1.5:	Explain that providing and receiving feedback from others can improve performance and outcomes for collaborative digital projects.
SC.35.CS-CP.1.1:	Explain that searches may be enhanced by using Boolean logic (e.g., using "not", "or", "and").
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).
SC.35.CS-CP.1.3:	Identify, research, and collect a data set on a topic, issue, problem, or question using age-appropriate technologies.
SC.35.CS-CP.1.4:	Collect, organize, graph, and analyze data to answer a question using a database or spreadsheet.
SC.35.CS-CP.2.1:	Perform keyboarding skills for communication and the input of data and information.
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.
SC.35.CS-CP.2.3:	Create a program using arithmetic operators, conditionals, and repetition in programs.
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).
SC.35.CS-CP.2.5:	Detect and correct program errors, including those involving arithmetic operators, conditionals, and repetition, using interactive debugging.
SC.35.CS-CP.3.1:	Write, communicate and publish activities using technology tools.
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.
SC.35.CS-CS.1.1:	Identify the concepts illustrated by a simulation (e.g., ecosystem, predator/prey, and invasive species).
SC.35.CS-CS.1.2:	Describe how models and simulations can be used to solve real-world issues in science and engineering.
SC.35.CS-CS.1.3:	Answer a question, individually and collaboratively, using data from a simulation.
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.
SC.35.CS-CS.2.1:	Solve age-appropriate problems using information organized using digital graphic organizers (e.g., concept maps and Venn-diagrams).
SC.35.CS-CS.2.2:	Describe how computational thinking can be used to solve real life issues in science and engineering.
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.
SC.35.CS-CS.2.4:	Solve real-world problems in science and engineering using computational thinking skills.
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).
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.
SC.35.CS-CS.2.7:	Identify and correct logical errors in algorithms; written, mapped, live action, or digital.
SC.35.CS-CS.2.8:	Systematically test and identify logical errors in algorithms.
SC.35.CS-CS.2.9:	Explain how to correct logical errors in algorithms; written, mapped, live action, or digital.
SC.35.CS-CS.3.1:	Manipulate and publish multimedia artifacts using digital tools (local and online).
SC.35.CS-CS.3.2:	Create an artifact (independently and collaboratively) that answers a research question clearly communicating thoughts and ideas.
SC.35.CS-CS.4.1:	Identify the basic components of a computer (e.g., monitor, keyboard, mouse, controller, speakers).
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).
SC.35.CS-CS.4.3:	Compare and contrast hardware and software.
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).
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.
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.
SC.35.CS-CS.6.3:	Explain that computers model intelligent behavior (as found in robotics, speech and language recognition, and computer animation).
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.
SC.35.CS-PC.1.2:	Describe responsible uses of modern communication media and devices.
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).
SC.35.CS-PC.1.4:	Define plagiarism and understand the impacts of plagiarized materials.
SC.35.CS-PC.2.1:	Explain how computers and computing devices are used to communicate with others on a daily basis.
SC.35.CS-PC.2.2:	Describe types of cyberbullying and explain what actions should be taken if students are either victims or witnesses of these behaviors.
SC.35.CS-PC.2.3:	Identify the legal and social consequences of cyberbullying/harassment in social media.
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).
SC.35.CS-PC.2.5:	Identify ways in which people with special needs access and use adaptive technology.
SC.35.CS-PC.2.6:	Communicate about technology using appropriate terminology.
SC.35.CS-PC.2.7:	Identify and describe how computing knowledge is essential to performing important tasks and functions.
SC.35.CS-PC.3.1:	Identify digital information resources used to answer research questions (e.g., online library catalog, online encyclopedias, databases, and websites).
SC.35.CS-PC.3.2:	Gather, organize, and analyze information from digital resources.

SC.35.CS-PC.3.3:	Compare digital resources for accuracy, relevancy, and appropriateness.
SC.35.CS-PC.4.1:	Describe the difference between digital artifacts that are open or free and those that are protected by copyright.
SC.35.CS-PC.4.2:	Explain fair use for using copyrighted materials (e.g., images, music, video, and text).
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.
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 of technology use (e.g., downloading and executing software programs, following hyperlinks, and opening files).
LAFS.3.L.3.6:	Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.
LAFS.3.W.3.7:	Conduct short research projects that build knowledge about a topic.
LAFS.4.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).
LAFS.4.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LAFS.4.W.3.7:	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LAFS.5.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
LAFS.5.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LAFS.5.W.3.7:	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
MAFS.K12.MP.1.1:	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.2.1:	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.3.1:	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>

	<p>Standard Relation to Course: Supporting</p> <p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
MAFS.K12.MP.4.1:	
	<p>Standard Relation to Course: Supporting</p> <p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
MAFS.K12.MP.5.1:	
	<p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
MAFS.K12.MP.6.1:	
	<p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
MAFS.K12.MP.7.1:	
	<p>Standard Relation to Course: Supporting</p> <p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>
MAFS.K12.MP.8.1:	
	<p>Standard Relation to Course: Supporting</p> <p>Discuss the positive and negative impacts technology may have on health.</p>
HE.3.C.2.6:	<p>Clarifications: Positives: calling 911, using a pedometer, playing electronic, interactive video games that promote physical activity, medical advances, and collaboration. Negatives: video games that do not promote physical activity, violent video/computer, games, and misuse/overuse cell phone/texting.</p>
HE.4.C.2.6:	<p>Explain how technology influences personal thoughts, feelings, and health behaviors.</p> <p>Clarifications: Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.</p>
HE.5.C.2.6:	<p>Describe ways that technology can influence family health behaviors.</p> <p>Clarifications: Seat belt alarms, carbon-monoxide detectors, microwave ovens, and clever advertising.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

This course should be taught using the appropriate standards/benchmarks for the grade.

The purpose of this course is to enable students to develop basic skills in computer science.

Within appropriate developmental guidelines the content of this course should expose students to:

- Responsible use of technology and information
- The impact of computing resources on local and global society
- Evaluation of digital information resources
- Security, privacy, information sharing, ownership, licensure and copyright
- Communication and collaboration
- Modeling and simulations
- Problem solving and algorithms
- Digital tools
- Hardware and software
- Human-Computer interactions and Artificial Intelligence
- Data Analysis
- Computer programming basics
- Programming applications

Science and Engineering Practices (NRC Framework for K-12 Science Education, 2010)

- Asking questions (for science) and defining problems (for engineering).
- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematics, information and computer technology, and computational thinking.
- Constructing explanations (for science) and designing solutions (for engineering).
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5002020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Computer Education > **SubSubject:** General > **Abbreviated Title:** INTRO COMPUTER SCI 2
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

M/J Dance 1 (#0300000) 2015 - 2022 (current)

Course Standards

Name	Description
DA.68.C.1.2:	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. Clarifications: e.g., in a classroom, master class, rehearsal, audition
DA.68.C.2.1:	Solve challenges in technique and composition by visualizing and applying creative solutions.
DA.68.C.2.2:	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work. Clarifications: e.g., self, peer, teacher
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.1:	Explain the roles of dance production personnel. Clarifications: e.g., choreographer, producer, stage manager, ticket sales
DA.68.F.3.4:	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
DA.68.F.3.5:	Describe basic functions of skeletal and muscular systems.
DA.68.H.1.2:	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres. Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.
DA.68.H.1.3:	Clarifications: e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.2:	Compare the roles of dance in various cultures. Clarifications: e.g., celebratory, storytelling, social, spiritual
DA.68.H.3.3:	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
DA.68.H.3.5:	Practice using world languages and accurate dance terminology suitable to each dance genre.
DA.68.O.1.1:	Compare characteristics of two dance forms. Clarifications: e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
DA.68.O.1.2:	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
DA.68.O.2.1:	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.1.4:	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. Clarifications: e.g., counter-balance, weight-share, line, opposition, mirroring, unison
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.4:	Transfer corrections or concepts from the execution of one class exercise to another. Clarifications: e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. Clarifications: e.g., repetition, revision, refinement
DA.68.S.3.1:	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2:	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology. Apply the mechanics of movement transitions and weight changes.
DA.68.S.3.3:	Clarifications: e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. Clarifications: e.g., on the counts, fill the music
DA.68.S.3.5:	Perform a variety of movements while vertical, off-vertical, or balancing on one leg.
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Standard Relation to Course: Supporting

LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	Describe ways to reduce or prevent injuries and adolescent health problems.
HE.7.C.1.4:	Clarifications: Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

General Course Information and Notes

VERSION DESCRIPTION

Students develop dance technique and movement vocabulary in two or more dance forms. In the process, dancers demonstrate use of class and performance etiquette, analytical and problem-solving skills, and studio practices in a safe dance environment. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

Please note that this course satisfies one semester of the required physical education needed toward middle grades promotion.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300000

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: M/J DANCE 1
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance 2 (#0300010) 2015 - 2022 (current)

Course Standards

Name	Description
DA.68.C.1.2:	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. Clarifications: e.g., in a classroom, master class, rehearsal, audition
DA.68.C.2.1:	Solve challenges in technique and composition by visualizing and applying creative solutions.
DA.68.C.2.2:	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work. Clarifications: e.g., self, peer, teacher
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.1:	Explain the roles of dance production personnel. Clarifications: e.g., choreographer, producer, stage manager, ticket sales
DA.68.F.3.4:	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
DA.68.F.3.5:	Describe basic functions of skeletal and muscular systems.
DA.68.H.1.2:	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres. Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.
DA.68.H.1.3:	Clarifications: e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.2:	Compare the roles of dance in various cultures. Clarifications: e.g., celebratory, storytelling, social, spiritual
DA.68.H.3.3:	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
DA.68.H.3.5:	Practice using world languages and accurate dance terminology suitable to each dance genre.
DA.68.O.1.1:	Compare characteristics of two dance forms. Clarifications: e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
DA.68.O.1.2:	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
DA.68.O.2.1:	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.1.4:	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. Clarifications: e.g., counter-balance, weight-share, line, opposition, mirroring, unison
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.4:	Transfer corrections or concepts from the execution of one class exercise to another. Clarifications: e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. Clarifications: e.g., repetition, revision, refinement
DA.68.S.3.1:	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2:	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology. Apply the mechanics of movement transitions and weight changes.
DA.68.S.3.3:	Clarifications: e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. Clarifications: e.g., on the counts, fill the music
DA.68.S.3.5:	Perform a variety of movements while vertical, off-vertical, or balancing on one leg.
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Standard Relation to Course: Supporting

LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	Describe ways to reduce or prevent injuries and adolescent health problems.
HE.7.C.1.4:	Clarifications: Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

General Course Information and Notes

VERSION DESCRIPTION

Students attend to alignment, acquisition of complex technical skills, collaborative problem solving, dance conditioning, and safe studio practices. They learn about dance in its cultural and historical contexts through research and physical experiences, explore exemplary modern works, employ dance as a healthy life skill, and use dance terminology appropriately to describe the expressive and aesthetic qualities of performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

Please note that this course satisfies one semester of the required physical education needed toward middle grades promotion.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300010

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: M/J DANCE 2
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance 3 (#0300020) 2015 - 2022 (current)

Course Standards

Name	Description
DA.68.C.1.1:	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.
DA.68.C.1.2:	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. Clarifications: e.g., in a classroom, master class, rehearsal, audition
DA.68.C.1.4:	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.
DA.68.C.2.1:	Solve challenges in technique and composition by visualizing and applying creative solutions.
DA.68.C.2.2:	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work. Clarifications: e.g., self, peer, teacher
DA.68.C.3.1:	Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.
DA.68.C.3.2:	Evaluate key elements observed in historically significant, exemplary works of dance.
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.1:	Explain the roles of dance production personnel. Clarifications: e.g., choreographer, producer, stage manager, ticket sales
DA.68.F.3.3:	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance. Clarifications: e.g., attire, etiquette, professional presentation, technique, conditioning
DA.68.F.3.4:	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
DA.68.F.3.5:	Describe basic functions of skeletal and muscular systems.
DA.68.H.1.2:	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.
DA.68.H.1.3:	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. Clarifications: e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.2:	Compare the roles of dance in various cultures. Clarifications: e.g., celebratory, storytelling, social, spiritual
DA.68.H.3.1:	Demonstrate response and reaction, through movement sequences, to various sources of inspiration.
DA.68.H.3.3:	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
DA.68.H.3.4:	Create or perform a dance piece using ideas and principles common to dance and another art form.
DA.68.H.3.5:	Practice using world languages and accurate dance terminology suitable to each dance genre.
DA.68.O.1.1:	Compare characteristics of two dance forms. Clarifications: e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
DA.68.O.1.2:	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
DA.68.O.1.5:	Identify, define, and give examples of the elements of dance and/or principles of design to show how they give structure to a dance piece. Clarifications: e.g., body, energy/effort, space, time, relationships
DA.68.O.2.1:	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
DA.68.O.3.4:	Research existing methods of recording or documenting dance as a way of sharing and preserving it. Clarifications: e.g., Labanotation, Life Forms, film, video
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.1.2:	Experiment with improvisational exercises to develop creative risk-taking capacities.
DA.68.S.1.4:	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. Clarifications: e.g., counter-balance, weight-share, line, opposition, mirroring, unison
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.2:	Memorize and replicate movement sequences with speed and accuracy in class or audition settings.
DA.68.S.2.4:	Transfer corrections or concepts from the execution of one class exercise to another. Clarifications: e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. Clarifications: e.g., repetition, revision, refinement

DA.68.S.3.1:	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2:	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
	Apply the mechanics of movement transitions and weight changes.
DA.68.S.3.3:	Clarifications: e.g., body-part initiation, pelvic shift, fall and recovery
	Perform, using dance technique, with musical accuracy and expression.
DA.68.S.3.4:	Clarifications: e.g., on the counts, fill the music
DA.68.S.3.5:	Perform a variety of movements while vertical, off-vertical, or balancing on one leg.
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
DA.68.S.3.8:	Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1:	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
	Standard Relation to Course: Supporting
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.5.1:	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.6.1:	Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
MAFS.K12.MP.7.1:	Standard Relation to Course: Supporting
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	Describe ways to reduce or prevent injuries and adolescent health problems.
HE.7.C.1.4:	Clarifications: Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

VERSION DESCRIPTION

Students build technical and creative skills relative to choreographic structure, performance, dance science, and somatic movement practices; and attend to alignment, collaborative problem solving, dance conditioning, and safe studio practices. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

Please note that this course satisfies one semester of the required physical education needed toward middle grades promotion.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300020

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: M/J DANCE 3

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance 3 and Career Planning (#0300025) 2019 - 2022 (current)

Course Standards

Name	Description
DA.68.C.1.1:	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.
	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.
DA.68.C.1.2:	Clarifications: e.g., in a classroom, master class, rehearsal, audition
DA.68.C.1.4:	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.
DA.68.C.2.1:	Solve challenges in technique and composition by visualizing and applying creative solutions.
	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work.
DA.68.C.2.2:	Clarifications: e.g., self, peer, teacher
DA.68.C.3.1:	Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.
DA.68.C.3.2:	Evaluate key elements observed in historically significant, exemplary works of dance.
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
	Explain the roles of dance production personnel.
DA.68.F.2.1:	Clarifications: e.g., choreographer, producer, stage manager, ticket sales
	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance.
DA.68.F.3.3:	Clarifications: e.g., attire, etiquette, professional presentation, technique, conditioning
DA.68.F.3.4:	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
DA.68.F.3.5:	Describe basic functions of skeletal and muscular systems.
DA.68.H.1.2:	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.
	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.
DA.68.H.1.3:	Clarifications: e.g., production design, costume design, performance recordings, music licensing
	Compare the roles of dance in various cultures.
DA.68.H.2.2:	Clarifications: e.g., celebratory, storytelling, social, spiritual
DA.68.H.3.1:	Demonstrate response and reaction, through movement sequences, to various sources of inspiration.
DA.68.H.3.3:	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
DA.68.H.3.4:	Create or perform a dance piece using ideas and principles common to dance and another art form.
DA.68.H.3.5:	Practice using world languages and accurate dance terminology suitable to each dance genre.
DA.68.O.1.2:	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
	Identify, define, and give examples of the elements of dance and/or principles of design to show how they give structure to a dance piece.
DA.68.O.1.5:	Clarifications: e.g., body, energy/effort, space, time, relationships
DA.68.O.2.1:	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
	Research existing methods of recording or documenting dance as a way of sharing and preserving it.
DA.68.O.3.4:	Clarifications: e.g., Labanotation, Life Forms, film, video
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.1.2:	Experiment with improvisational exercises to develop creative risk-taking capacities.
	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers.
DA.68.S.1.4:	Clarifications: e.g., counter-balance, weight-share, line, opposition, mirroring, unison
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.2:	Memorize and replicate movement sequences with speed and accuracy in class or audition settings.
	Transfer corrections or concepts from the execution of one class exercise to another.
DA.68.S.2.4:	Clarifications: e.g., rotation of the leg in plié to rotation of the leg in tendu
	Rehearse to improve the performance quality of dance pieces.
DA.68.S.2.5:	Clarifications: e.g., repetition, revision, refinement
DA.68.S.3.1:	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2:	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
	Apply the mechanics of movement transitions and weight changes.

DA.68.S.3.3:	Clarifications: e.g., body-part initiation, pelvic shift, fall and recovery
	Perform, using dance technique, with musical accuracy and expression.
DA.68.S.3.4:	Clarifications: e.g., on the counts, fill the music
DA.68.S.3.5:	Perform a variety of movements while vertical, off-vertical, or balancing on one leg.
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
DA.68.S.3.8:	Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.7.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. Standard Relation to Course: Supporting
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.5.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
ELDK12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.

General Course Information and Notes

VERSION DESCRIPTION

Students build technical and creative skills relative to choreographic structure, performance, dance science, and somatic movement practices; and attend to alignment, collaborative problem solving, dance conditioning, and safe studio practices. They study works of historical significance and make multidisciplinary connections to create new works inspired by environmental, social, cultural, and current events, employ dance as a healthy life skill, and use dance terminology to describe the expressive and aesthetic qualities of performance. In parallel with their learning opportunities in dance, students investigate careers in a wide variety of fields. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and

assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

Please note that this course satisfies one semester of the required physical education needed toward middle grades promotion.

GENERAL NOTES

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.html.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300025

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: M/J DANCE 3 CAR PLAN

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance 4 (#0300030) 2015 - 2022 (current)

Course Standards

Name	Description
DA.68.C.1.1:	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.
DA.68.C.1.3:	Evaluate, using personal and established criteria, how choreographic structures and/or production elements were designed to impact mood or aesthetic value within a dance piece. Clarifications: e.g., floor patterns, stage design, ABA, theme and variations, rondo, use of costumes, lights, props
DA.68.C.1.4:	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.
DA.68.C.2.1:	Solve challenges in technique and composition by visualizing and applying creative solutions. Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work.
DA.68.C.2.2:	Clarifications: e.g., self, peer, teacher
DA.68.C.3.1:	Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.
DA.68.C.3.2:	Evaluate key elements observed in historically significant, exemplary works of dance.
DA.68.F.1.2:	Explore use of technology as a tool for creating, refining, and responding to dance. Clarifications: e.g., video, projections
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance. Identify local or regional resources to understand their importance to dancers.
DA.68.F.2.2:	Clarifications: e.g., private dance studios, scholarships, dance companies
DA.68.F.3.1:	Demonstrate leadership, preparedness, and adaptability by sharing ideas or teaching skills to others in small and large groups. Investigate and make use of a broad array of resources to update and strengthen skills and/or knowledge in the field.
DA.68.F.3.2:	Clarifications: e.g., private studios, print and on-line articles and reviews, membership in dance organizations
DA.68.F.3.3:	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance. Clarifications: e.g., attire, etiquette, professional presentation, technique, conditioning
DA.68.F.3.4:	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing. Identify and execute characteristic rhythms in dances representing one or more cultures.
DA.68.H.1.1:	Clarifications: e.g., African, Indian, Irish, Israeli, Latin
DA.68.H.1.3:	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. Clarifications: e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.1:	Analyze dance in various cultural and historical periods, and discuss how it has changed over time. Clarifications: e.g., equality of gender and race, social trends
DA.68.H.2.3:	Predict, using one's imagination and knowledge of history and technology, how dance may be designed and/or presented in the future.
DA.68.H.3.1:	Demonstrate response and reaction, through movement sequences, to various sources of inspiration.
DA.68.H.3.2:	Compare elements and principles of composition with elements and principles of other art forms.
DA.68.H.3.4:	Create or perform a dance piece using ideas and principles common to dance and another art form.
DA.68.H.3.5:	Practice using world languages and accurate dance terminology suitable to each dance genre. Compare characteristics of two dance forms.
DA.68.O.1.1:	Clarifications: e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
DA.68.O.1.3:	Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations. Explain the order and purpose of a logical and healthful dance class.
DA.68.O.1.4:	Clarifications: e.g., warm-ups, progressions, phrase work
DA.68.O.1.5:	Identify, define, and give examples of the elements of dance and/or principles of design to show how they give structure to a dance piece. Clarifications: e.g., body, energy/effort, space, time, relationships
DA.68.O.2.1:	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
DA.68.O.2.2:	Explain how the innovations of selected dance pioneers transformed specified dance genres.
DA.68.O.2.3:	Research and discuss examples of dance performed in venues other than the conventional proscenium theater and analyze how they were adapted to fit the space.

DA.68.O.3.2:	Create physical images to communicate the intent of a movement, phrase, or dance piece.
DA.68.O.3.3:	Record dance sequences using accurate dance terminology to identify movements, positions, and shapes.
DA.68.S.1.1:	Explore dance phrases to investigate choreographic principles and structures. Clarifications: e.g., sequence, unity, contrast, variety, repetition, transitions, climax/resolution
DA.68.S.1.2:	Experiment with improvisational exercises to develop creative risk-taking capacities.
DA.68.S.1.3:	Analyze the possibilities and limitations of the body through short dance sequences. Clarifications: e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.2:	Memorize and replicate movement sequences with speed and accuracy in class or audition settings.
DA.68.S.2.3:	Explore the complexity of sequencing through reversing and reordering movement sequences.
DA.68.S.2.4:	Transfer corrections or concepts from the execution of one class exercise to another. Clarifications: e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.3.1:	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2:	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology. Perform, using dance technique, with musical accuracy and expression.
DA.68.S.3.4:	Clarifications: e.g., on the counts, fill the music
DA.68.S.3.6:	Change the expression or intention of a dance sequence by manipulating one or more dynamic elements. Clarifications: e.g., resistance, energy, time, focus
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
DA.68.S.3.8:	Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. Standard Relation to Course: Supporting
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and

can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Standard Relation to Course: Supporting

PE.6.C.2.14: List terminology and etiquette in educational gymnastics or dance.

PE.6.M.1.11: Apply proper warm-up and cool-down techniques.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

Investigate strategies to reduce or prevent injuries and other adolescent health problems.

HE.8.C.1.4: **Clarifications:**
Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.

General Course Information and Notes

VERSION DESCRIPTION

Students advance their technical and creative skills relative to choreographic structure, performance, dance science, and somatic movement practices; and attend to alignment, collaborative problem solving, dance conditioning, and safe studio practices. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

Please note that this course satisfies one semester of the required physical education needed toward middle grades promotion.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300030

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: M/J DANCE 4

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance Celebration for Students of Mixed Mobilities (#0300090) 2015 - 2022 (current)

Course Standards

Name	Description
DA.68.C.1.1:	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.
DA.68.C.1.4:	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.
DA.68.C.2.1:	Solve challenges in technique and composition by visualizing and applying creative solutions.
DA.68.C.2.2:	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work. Clarifications: e.g., self, peer, teacher
DA.68.C.3.1:	Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.
DA.68.F.1.1:	Interpret and respond to works by master choreographers who have used innovative technology and integrated information from non-dance content areas. Clarifications: e.g., Merce Cunningham, Elizabeth Streb, Alwin Nikolais, Pilobolus
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance. Identify local or regional resources to understand their importance to dancers.
DA.68.F.2.2:	Clarifications: e.g., private dance studios, scholarships, dance companies
DA.68.F.3.1:	Demonstrate leadership, preparedness, and adaptability by sharing ideas or teaching skills to others in small and large groups. Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.
DA.68.H.1.3:	Clarifications: e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.3:	Predict, using one's imagination and knowledge of history and technology, how dance may be designed and/or presented in the future.
DA.68.H.3.1:	Demonstrate response and reaction, through movement sequences, to various sources of inspiration.
DA.68.H.3.3:	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
DA.68.H.3.5:	Practice using world languages and accurate dance terminology suitable to each dance genre.
DA.68.O.1.2:	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
DA.68.O.1.3:	Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations. Identify, define, and give examples of the elements of dance and/or principles of design to show how they give structure to a dance piece.
DA.68.O.1.5:	Clarifications: e.g., body, energy/effort, space, time, relationships
DA.68.O.2.1:	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
DA.68.O.2.3:	Research and discuss examples of dance performed in venues other than the conventional proscenium theater and analyze how they were adapted to fit the space.
DA.68.O.3.1:	Express concrete and abstract concepts through dance.
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.1.2:	Experiment with improvisational exercises to develop creative risk-taking capacities. Analyze the possibilities and limitations of the body through short dance sequences.
DA.68.S.1.3:	Clarifications: e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)
DA.68.S.1.4:	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. Clarifications: e.g., counter-balance, weight-share, line, opposition, mirroring, unison
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.2:	Memorize and replicate movement sequences with speed and accuracy in class or audition settings. Transfer corrections or concepts from the execution of one class exercise to another.
DA.68.S.2.4:	Clarifications: e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. Clarifications: e.g., repetition, revision, refinement
DA.68.S.3.1:	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2:	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology. Apply the mechanics of movement transitions and weight changes.
DA.68.S.3.3:	Clarifications: e.g., body-part initiation, pelvic shift, fall and recovery

	Perform, using dance technique, with musical accuracy and expression.
DA.68.S.3.4:	Clarifications: e.g., on the counts, fill the music
	Change the expression or intention of a dance sequence by manipulating one or more dynamic elements.
DA.68.S.3.6:	Clarifications: e.g., resistance, energy, time, focus
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
DA.68.S.3.8:	Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
	Standard Relation to Course: Supporting
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.5.1:	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.6.1:	Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
MAFS.K12.MP.7.1:	Standard Relation to Course: Supporting
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	Describe ways to reduce or prevent injuries and adolescent health problems.
HE.7.C.1.4:	Clarifications: Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

General Course Information and Notes

VERSION DESCRIPTION

This course is for students of upright or seated mobilities who would like to study Modern Dance as an art form. As students explore and build dance techniques and expressive qualities, they work independently and collaboratively to find creative adaptations to fit their own personal mobilities and that of the group as a whole. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300090

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: M/J DANCE MIX MOBIL

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Introduction to Dance Techniques (#0300100) 2015 - 2022

(current)

Course Standards

Name	Description
DA.68.C.1.2:	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. Clarifications: e.g., in a classroom, master class, rehearsal, audition
DA.68.C.2.1:	Solve challenges in technique and composition by visualizing and applying creative solutions.
DA.68.C.2.2:	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work. Clarifications: e.g., self, peer, teacher
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.3.4:	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
DA.68.F.3.5:	Describe basic functions of skeletal and muscular systems.
DA.68.H.1.3:	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. Clarifications: e.g., production design, costume design, performance recordings, music licensing
DA.68.H.3.3:	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
DA.68.H.3.5:	Practice using world languages and accurate dance terminology suitable to each dance genre.
DA.68.O.1.1:	Compare characteristics of two dance forms. Clarifications: e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
DA.68.O.1.2:	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
DA.68.O.1.4:	Explain the order and purpose of a logical and healthful dance class. Clarifications: e.g., warm-ups, progressions, phrase work
DA.68.O.2.1:	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.1.1:	Explore dance phrases to investigate choreographic principles and structures. Clarifications: e.g., sequence, unity, contrast, variety, repetition, transitions, climax/resolution
DA.68.S.1.3:	Analyze the possibilities and limitations of the body through short dance sequences. Clarifications: e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)
DA.68.S.1.4:	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. Clarifications: e.g., counter-balance, weight-share, line, opposition, mirroring, unison
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.4:	Transfer corrections or concepts from the execution of one class exercise to another. Clarifications: e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. Clarifications: e.g., repetition, revision, refinement
DA.68.S.3.1:	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2:	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
DA.68.S.3.3:	Apply the mechanics of movement transitions and weight changes. Clarifications: e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. Clarifications: e.g., on the counts, fill the music
DA.68.S.3.5:	Perform a variety of movements while vertical, off-vertical, or balancing on one leg.
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LAFS.6.SL.1.1:	<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.1.4:	<p>Describe ways to reduce or prevent injuries and adolescent health problems.</p> <p>Clarifications: Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.</p>

General Course Information and Notes

GENERAL NOTES

Students develop dance technique and movement vocabulary in one or more dance forms. In the process, dancers demonstrate use of class and performance etiquette, analytical and problem-solving skills, and studio practices in a safe dance environment. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

Please note that this course satisfies one semester of the required physical education needed toward middle grades promotion.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300100

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: M/J INTRO DANCE TECH

Number of Credits: Multiple credits

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance Transfer (#0300220) 2015 - 2022 (current)

Course Standards

Name	Description
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0300220

Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: M/J DANCE TRAN
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

World Dance (#0300300) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. Clarifications: e.g., journal entries, discussion
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Clarifications: e.g., improvisation, trial and error, collaboration
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Clarifications: e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Clarifications: e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. Clarifications: e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.2:	Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product. Clarifications: e.g., synchronous virtual performance, visual projections, motion-response technology, lighting
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. Clarifications: e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
DA.912.F.3.2:	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. Clarifications: e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. Clarifications: e.g., collaboration, scheduling, accountability, follow-through
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.4:	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
DA.912.H.1.5:	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
DA.912.H.2.1:	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form. Clarifications: e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
DA.912.H.2.2:	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
DA.912.H.2.3:	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. Clarifications: e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.1:	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Clarifications: e.g., appropriate attire, professional respect, traditions, procedures
	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.

DA.912.O.2.2:	Clarifications: e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.3:	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
DA.912.O.3.5:	Clarifications: e.g., stage directions, lighting, equipment
	Synthesize a variety of choreographic principles and structures to create a dance.
DA.912.S.1.1:	Clarifications: e.g., unity, variety, contrast, repetition, transition
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.2:	Clarifications: e.g., repetition, revision, refinement, focus
DA.912.S.2.3:	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.
DA.912.S.3.8:	Clarifications: e.g., arabesque, lateral T, jazz hands
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	<p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
	Attend to precision.
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
	Look for and make use of structure.

MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.H.1.5:	Analyze music within cultures to gain understanding of authentic performance practices.
PE.912.C.2.5:	Analyze the relationship between music and dance.

General Course Information and Notes

VERSION DESCRIPTION

Students actively explore formal and folk dance from a variety of cultures and sub-cultures around the world over time. Students may use timelines to guide their study of art history, dance history, and technology, or they may investigate dance customs globally and in real time using technology and the community's cultural resources. Inquiry may include, but is not limited to, political and social influences, traditional and non-traditional attire, and the use of associated objects in various cultural dances. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300300	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Dance > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: WORLD DANCE
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Introduction to Dance (#0300305) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. Clarifications: e.g., journal entries, discussion
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Clarifications: e.g., improvisation, trial and error, collaboration
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Clarifications: e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Clarifications: e.g., time management, refining dance steps, research
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.4:	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
DA.912.H.2.1:	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form. Clarifications: e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
DA.912.H.2.2:	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. Clarifications: e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.1:	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Clarifications: e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. Clarifications: e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
DA.912.O.3.3:	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Clarifications: e.g., stage directions, lighting, equipment
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Clarifications: e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10

	<p>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.SL.1.1:	
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.H.1.5:	Analyze music within cultures to gain understanding of authentic performance practices.
PE.912.C.2.5:	Analyze the relationship between music and dance.

General Course Information and Notes

GENERAL NOTES

Students in this semester-long, entry-level courses, designed for those having no prior dance instruction, learn introductory information regarding:

1. the role of dance(s) in history and culture;
2. a variety of dance styles, which may include modern, ballet, jazz, folk, tap, hip-hop and various world dance styles; and,
3. the body, major bone and muscle groups, how they function in dance movements, and the importance of proper health and nutrition.

Students will apply requisite knowledge via exploration and performance of various styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300305

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Number of Credits: Half credit (.5)

Abbreviated Title: INTRO TO DANCE

Course Type: Core Academic Course

Course Length: Semester (S)

Course Status: Course Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Techniques 1 (#0300310) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.1.2:	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Clarifications: e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Clarifications: e.g., improvisation, trial and error, collaboration
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Clarifications: e.g., time management, refining dance steps, research
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.6:	Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value. Clarifications: e.g., Swan Lake, Serenade, West Side Story, Revelations
DA.912.H.3.3:	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.1:	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Clarifications: e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. Clarifications: e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Clarifications: e.g., stage directions, lighting, equipment
DA.912.S.1.4:	Create dance studies using dance vocabulary and innovative movement.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Clarifications: e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.1:	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. Clarifications: e.g., rise, one foot to two feet, hand
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

	Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
	Analyze the movement performance of self and others.
PE.912.C.2.3:	Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.5.1:	
	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.6.1:	
	Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
MAFS.K12.MP.7.1:	
	Standard Relation to Course: Supporting
	Predict how healthy behaviors can affect health status.
HE.912.C.1.1:	Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.4:	Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.

General Course Information and Notes

GENERAL NOTES

Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

Special Note: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: DANCE TECNQS 1

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Techniques 2 (#0300320) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.1.2:	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Clarifications: e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Clarifications: e.g., improvisation, trial and error, collaboration
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Clarifications: e.g., time management, refining dance steps, research
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.3.5:	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.5:	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. Clarifications: e.g., literature, theatre, program music
DA.912.H.3.3:	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Clarifications: e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. Clarifications: e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.S.1.4:	Create dance studies using dance vocabulary and innovative movement.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Clarifications: e.g., repetition, revision, refinement, focus
DA.912.S.2.3:	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.1:	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4:	Perform dance vocabulary with musicality and sensitivity. Clarifications: e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. Clarifications: e.g., rise, one foot to two feet, hand
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.7:	Move with agility, alone and relative to others, to perform complex dance sequences.
DA.912.S.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. Clarifications: e.g., arabesque, lateral T, jazz hands
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10

	<p>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.1:	<p>Standard Relation to Course: Supporting</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	<p>Analyze the movement performance of self and others.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Some examples are video analysis and checklist.</p> </div>
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p> </div>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p> </div>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.C.1.1:	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: e.g., listening maps, active listening, checklists</p> </div>
SC.912.L.14.14:	Identify the major bones of the axial and appendicular skeleton.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.

General Course Information and Notes

VERSION DESCRIPTION

Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual.

GENERAL NOTES

Special Note: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300320	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Dance > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: DANCE TECHNQS 2
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Techniques 3 Honors (#0300330) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.1.2:	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Clarifications: e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. Clarifications: e.g., journal entries, discussion
DA.912.C.1.4:	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Clarifications: e.g., improvisation, trial and error, collaboration
DA.912.C.2.2:	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Clarifications: e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Clarifications: e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Clarifications: e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. Clarifications: e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. Clarifications: e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
DA.912.F.3.2:	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. Clarifications: e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.4:	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. Clarifications: e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. Clarifications: e.g., collaboration, scheduling, accountability, follow-through
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10:	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
DA.912.H.1.1:	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.4:	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. Clarifications: e.g., literature, theatre, program music
DA.912.H.3.3:	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.

	Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area.
DA.912.H.3.4:	Clarifications: e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
DA.912.O.1.2:	Clarifications: e.g., appropriate attire, professional respect, traditions, procedures
	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
DA.912.O.1.3:	Clarifications: e.g., tendu-dégagé-grand battement-grand jeté
	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.
DA.912.O.1.5:	Clarifications: e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
	Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.
DA.912.O.2.1:	Clarifications: e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3:	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
DA.912.O.3.5:	Clarifications: e.g., stage directions, lighting, equipment
	Synthesize a variety of choreographic principles and structures to create a dance.
DA.912.S.1.1:	Clarifications: e.g., unity, variety, contrast, repetition, transition
DA.912.S.1.2:	Generate choreographic ideas through improvisation and physical brainstorming.
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.1.4:	Create dance studies using dance vocabulary and innovative movement.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.2:	Clarifications: e.g., repetition, revision, refinement, focus
DA.912.S.2.3:	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.1:	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
	Perform dance vocabulary with musicality and sensitivity.
DA.912.S.3.4:	Clarifications: e.g., on the counts, fill the music, emulate musical nuance
	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.
DA.912.S.3.5:	Clarifications: e.g., rise, one foot to two feet, hand
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.7:	Move with agility, alone and relative to others, to perform complex dance sequences.
	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.
DA.912.S.3.8:	Clarifications: e.g., arabesque, lateral T, jazz hands
DA.912.S.3.9:	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.910.SL.1.1:	
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others.
	Clarifications: Some examples are video analysis and checklist.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately.
	Clarifications: Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	<p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students in this year-long, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a

focus on developing the aesthetic quality of movement in the ensemble and as an individual.

GENERAL NOTES

Special Note: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300330	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Dance > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: DANCE TECHNQS 3 HON Course Length: Year (Y) Course Attributes: <ul style="list-style-type: none">• Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: Draft - Course Pending Approval	
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Techniques 4 Honors (#0300334) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.1.2:	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Clarifications: e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. Clarifications: e.g., journal entries, discussion
DA.912.C.1.4:	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Clarifications: e.g., improvisation, trial and error, collaboration
DA.912.C.2.2:	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Clarifications: e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Clarifications: e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Clarifications: e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. Clarifications: e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.2.1:	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields. Clarifications: e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. Clarifications: e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
DA.912.F.3.2:	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. Clarifications: e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.3:	Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance. Clarifications: e.g., attire, etiquette, professional presentation, technique, conditioning
DA.912.F.3.4:	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. Clarifications: e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. Clarifications: e.g., collaboration, scheduling, accountability, follow-through
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10:	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.

DA.912.H.1.1:	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.4:	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
DA.912.H.1.6:	Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value. Clarifications: e.g., Swan Lake, Serenade, West Side Story, Revelations
DA.912.H.2.2:	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
DA.912.H.2.3:	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. Clarifications: e.g., literature, theatre, program music
DA.912.H.3.3:	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.4:	Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area. Clarifications: e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.1:	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Clarifications: e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. Clarifications: e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.1.4:	Analyze, design, and facilitate an instructional sequence to show understanding of how the structure of dance classes relates to the overall development of the dancer. Clarifications: e.g., purposes of warm-ups, progressions, phrase work
DA.912.O.2.1:	Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes. Clarifications: e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. Clarifications: e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
DA.912.O.2.3:	Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers. Clarifications: e.g., accommodations for: environment, space, dancers with special needs, levels of ability, site specifics
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3:	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.4:	Devise and/or use a method of recording or documenting choreography to remember and archive works. Clarifications: e.g., notes, video, Labanotation
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Clarifications: e.g., stage directions, lighting, equipment
DA.912.S.1.2:	Generate choreographic ideas through improvisation and physical brainstorming.
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.1.4:	Create dance studies using dance vocabulary and innovative movement.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Clarifications: e.g., repetition, revision, refinement, focus
DA.912.S.2.3:	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.1:	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.

DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
	Perform dance vocabulary with musicality and sensitivity.
DA.912.S.3.4:	Clarifications: e.g., on the counts, fill the music, emulate musical nuance
	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.
DA.912.S.3.5:	Clarifications: e.g., rise, one foot to two feet, hand
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.7:	Move with agility, alone and relative to others, to perform complex dance sequences.
	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.
DA.912.S.3.8:	Clarifications: e.g., arabesque, lateral T, jazz hands
DA.912.S.3.9:	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	Standard Relation to Course: Supporting
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
	Analyze the movement performance of self and others.
PE.912.C.2.3:	Clarifications: Some examples are video analysis and checklist.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
	Perform advanced dance sequences from a variety of dances accurately.
PE.912.M.1.7:	Clarifications: Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.

MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
Standard Relation to Course: Supporting	
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.H.2.5:	Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

General Course Information and Notes

VERSION DESCRIPTION

Students in this year-long, advanced dance techniques class build on skills learned in previous dance classes to improve their performance in two or more dance styles. During the class, students perform sequences of increasing complexity to advance their technical skills.

GENERAL NOTES

Special Note: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day. Students who enjoy the challenges and successes of this course may wish to take an accelerated dance class in the future.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300334

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE TECHNOS 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Celebration for Students of Mixed Mobilities (#0300338) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.2:	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Clarifications: e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. Clarifications: e.g., journal entries, discussion
DA.912.C.1.4:	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Clarifications: e.g., improvisation, trial and error, collaboration
DA.912.C.2.2:	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Clarifications: e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Clarifications: e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. Clarifications: e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.2:	Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product. Clarifications: e.g., synchronous virtual performance, visual projections, motion-response technology, lighting
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.2.1:	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields. Clarifications: e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. Clarifications: e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
DA.912.F.3.2:	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. Clarifications: e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.5:	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. Clarifications: e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. Clarifications: e.g., collaboration, scheduling, accountability, follow-through
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10:	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
DA.912.H.1.1:	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.

DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.2.2:	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
DA.912.H.2.3:	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
DA.912.H.3.3:	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Clarifications: e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.5:	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. Clarifications: e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. Clarifications: e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3:	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.4:	Devise and/or use a method of recording or documenting choreography to remember and archive works. Clarifications: e.g., notes, video, Labanotation
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Clarifications: e.g., stage directions, lighting, equipment
DA.912.S.1.1:	Synthesize a variety of choreographic principles and structures to create a dance. Clarifications: e.g., unity, variety, contrast, repetition, transition
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.1.4:	Create dance studies using dance vocabulary and innovative movement.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4:	Perform dance vocabulary with musicality and sensitivity. Clarifications: e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

In this course, students of upright or seated mobility study dance as an art form in a manner that focuses on dancers' abilities and challenges preconceptions about mobility-related "disabilities." Dancers work collaboratively to adapt physically rigorous dance techniques to fit their own and others' personal mobilities. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300338

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: DANCE MIX MOBIL

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Ballet 1 (#0300340) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.1.2:	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Clarifications: e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Clarifications: e.g., time management, refining dance steps, research
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Clarifications: e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Clarifications: e.g., stage directions, lighting, equipment
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Clarifications: e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. Clarifications: e.g., rise, one foot to two feet, hand
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

MAFS.K12.MP.5.1:	<p>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
HE.912.C.1.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.C.1.1.1:	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Clarifications: e.g., listening maps, active listening, checklists</p>
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION DESCRIPTION

Students learn basic classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300340

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Dance > **SubSubject:**
General >

Number of Credits: One (1) credit

Abbreviated Title: BALLET 1

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Ballet 2 (#0300350) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.1.2:	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Clarifications: e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.2:	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Clarifications: e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Clarifications: e.g., time management, refining dance steps, research
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Clarifications: e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Clarifications: e.g., stage directions, lighting, equipment
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Clarifications: e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4:	Perform dance vocabulary with musicality and sensitivity. Clarifications: e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. Clarifications: e.g., rise, one foot to two feet, hand
DA.912.S.3.10:	Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Clarifications: e.g., listening maps, active listening, checklists
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.

General Course Information and Notes

VERSION DESCRIPTION

Students develop intermediate-level classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300350

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: BALLET 2

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Ballet 3 (#0300360) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.1.2:	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Clarifications: e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.4:	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
DA.912.C.2.2:	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Clarifications: e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Clarifications: e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Clarifications: e.g., time management, refining dance steps, research
DA.912.F.3.5:	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. Clarifications: e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10:	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.3.3:	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Clarifications: e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. Clarifications: e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3:	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Clarifications: e.g., stage directions, lighting, equipment
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Clarifications: e.g., repetition, revision, refinement, focus
DA.912.S.2.3:	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4:	Perform dance vocabulary with musicality and sensitivity. Clarifications: e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. Clarifications:

	e.g., rise, one foot to two feet, hand
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.10:	Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.
DA.912.S.3.11:	Move with agility and coordination, alone and relative to others, to perform developmentally and technically appropriate ballet vocabulary in combinations.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>Standard Relation to Course: Supporting</p>
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p> <p>Propose strategies to reduce or prevent injuries and health problems.</p>

HE.912.C.1.4:	Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.

General Course Information and Notes

VERSION DESCRIPTION

Students broaden their classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300360	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Dance > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: BALLET 3
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
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Ballet 4 Honors (#0300370) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.1.2:	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Clarifications: e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. Clarifications: e.g., journal entries, discussion
DA.912.C.1.4:	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Clarifications: e.g., improvisation, trial and error, collaboration
DA.912.C.2.2:	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Clarifications: e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Clarifications: e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Clarifications: e.g., time management, refining dance steps, research
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.3.3:	Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance. Clarifications: e.g., attire, etiquette, professional presentation, technique, conditioning
DA.912.F.3.4:	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
DA.912.F.3.5:	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. Clarifications: e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10:	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.3.3:	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Clarifications: e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. Clarifications: e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3:	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Clarifications: e.g., stage directions, lighting, equipment
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.2:	Clarifications: e.g., repetition, revision, refinement, focus
DA.912.S.2.3:	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4:	Perform dance vocabulary with musicality and sensitivity. Clarifications: e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. Clarifications: e.g., rise, one foot to two feet, hand
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.7:	Move with agility, alone and relative to others, to perform complex dance sequences.
DA.912.S.3.10:	Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.
DA.912.S.3.11:	Move with agility and coordination, alone and relative to others, to perform developmentally and technically appropriate ballet vocabulary in combinations.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	Standard Relation to Course: Supporting
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately. Clarifications: Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully

	formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
	Predict how healthy behaviors can affect health status.
HE.912.C.1.1:	Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.4:	Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.
TH.912.C.1.2:	Clarifications: e.g., physical, vocal, emotional

General Course Information and Notes

VERSION DESCRIPTION

Students are challenged in their application of classical dance techniques and terminology associated with the traditional class structure of ballet. Students may have an opportunity to explore contemporary ballet concepts of movement, as well. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300370

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Dance > **SubSubject:**
General >

Abbreviated Title: BALLET 4 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Choreography/Performance 1 (#0300380) 2015 - 2022

(current)

Course Standards

Name	Description
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.2:	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Clarifications: e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. Clarifications: e.g., journal entries, discussion
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Clarifications: e.g., improvisation, trial and error, collaboration
DA.912.C.2.2:	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Clarifications: e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Clarifications: e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. Clarifications: e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. Clarifications: e.g., collaboration, scheduling, accountability, follow-through
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.1.1:	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.6:	Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value. Clarifications: e.g., Swan Lake, Serenade, West Side Story, Revelations
DA.912.H.2.2:	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. Clarifications: e.g., literature, theatre, program music
DA.912.H.3.4:	Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area. Clarifications: e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Clarifications: e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. Clarifications: e.g., tendu-dégagé-grand battement-grand jeté

	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.
DA.912.O.1.5:	Clarifications: e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
	Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.
DA.912.O.2.1:	Clarifications: e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.
DA.912.O.2.2:	Clarifications: e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
DA.912.O.3.5:	Clarifications: e.g., stage directions, lighting, equipment
	Synthesize a variety of choreographic principles and structures to create a dance.
DA.912.S.1.1:	Clarifications: e.g., unity, variety, contrast, repetition, transition
DA.912.S.1.2:	Generate choreographic ideas through improvisation and physical brainstorming.
DA.912.S.1.4:	Create dance studies using dance vocabulary and innovative movement.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
	Perform dance vocabulary with musicality and sensitivity.
DA.912.S.3.4:	Clarifications: e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
	Analyze the movement performance of self and others.
PE.912.C.2.3:	Clarifications: Some examples are video analysis and checklist.
PE.912.C.2.4:	Choreograph complex dance sequences individually, with a partner or in a small group.
PE.912.C.2.5:	Analyze the relationship between music and dance.
PE.912.M.1.6:	Select appropriate music for dance forms and choreograph dance movements to music.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other
MAFS.K12.MP.5.1:	

	<p>mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
	<p>Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION DESCRIPTION

Students explore key concepts of dance making with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres. They also examine the social, political, and cultural forces that influenced significant or exemplary works, and consider the innovations that came out of them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 0300380

Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Dance > **SubSubject:**
General >

Number of Credits: One (1) credit

Abbreviated Title: DANCE CHOR PERF 1

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Choreography/Performance 2

Honors (#0300390) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.2:	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Clarifications: e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Clarifications: e.g., improvisation, trial and error, collaboration
DA.912.C.2.2:	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Clarifications: e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Clarifications: e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Clarifications: e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. Clarifications: e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.2:	Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product. Clarifications: e.g., synchronous virtual performance, visual projections, motion-response technology, lighting
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.3.4:	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. Clarifications: e.g., collaboration, scheduling, accountability, follow-through
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.9:	Choreograph, plan rehearsals, direct, and produce a concert piece; and evaluate the results to demonstrate artistic ability, leadership, and responsibility. Clarifications: e.g., tech a show, direct a work, choreograph, create show program, market, photograph/video, design costumes
DA.912.H.1.1:	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.2.1:	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form. Clarifications: e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
DA.912.H.2.3:	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
DA.912.H.3.1:	Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work. Clarifications: e.g., other performing and visual artists, inventors, scientists

DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.1:	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
DA.912.O.1.2:	Clarifications: e.g., appropriate attire, professional respect, traditions, procedures
	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
DA.912.O.1.3:	Clarifications: e.g., tendu-dégagé-grand battement-grand jeté
	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.
DA.912.O.1.5:	Clarifications: e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
	Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.
DA.912.O.2.1:	Clarifications: e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.
DA.912.O.2.2:	Clarifications: e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
	Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers.
DA.912.O.2.3:	Clarifications: e.g., accommodations for: environment, space, dancers with special needs, levels of ability, site specifics
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
	Devise and/or use a method of recording or documenting choreography to remember and archive works.
DA.912.O.3.4:	Clarifications: e.g., notes, video, Labanotation
	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
DA.912.O.3.5:	Clarifications: e.g., stage directions, lighting, equipment
	Synthesize a variety of choreographic principles and structures to create a dance.
DA.912.S.1.1:	Clarifications: e.g., unity, variety, contrast, repetition, transition
DA.912.S.1.2:	Generate choreographic ideas through improvisation and physical brainstorming.
DA.912.S.2.3:	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.9:	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
LAFS.1112.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	Standard Relation to Course: Supporting
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
	Analyze the movement performance of self and others.
PE.912.C.2.3:	Clarifications: Some examples are video analysis and checklist.
PE.912.C.2.4:	Choreograph complex dance sequences individually, with a partner or in a small group.
PE.912.C.2.5:	Analyze the relationship between music and dance.
PE.912.M.1.6:	Select appropriate music for dance forms and choreograph dance movements to music.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.5.1:	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.6.1:	Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
MAFS.K12.MP.7.1:	Standard Relation to Course: Supporting
	Predict how healthy behaviors can affect health status.
HE.912.C.1.1:	Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.4:	Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism

General Course Information and Notes

VERSION DESCRIPTION

Students explore key concepts of designing dance works with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres as guidance and a source of inspiration. They also examine the social, political, and cultural forces that influenced their works, and consider the innovations that came out of them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

GENERAL NOTES

Special Note: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300390

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: DANCE CHOR PERF 2 H

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Repertory 1 (#0300400) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.2:	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Clarifications: e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Clarifications: e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. Clarifications: e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. Clarifications: e.g., literature, theatre, program music
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Clarifications: e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Clarifications: e.g., stage directions, lighting, equipment
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. Clarifications: e.g., arabesque, lateral T, jazz hands
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Standard Relation to Course: Supporting Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research. Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,

MAFS.K12.MP.5.1:	<p>concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	<p>Analyze the movement performance of self and others.</p> <p>Clarifications: Some examples are video analysis and checklist.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p>
MU.912.C.1.1:	<p>Clarifications: e.g., listening maps, active listening, checklists</p>
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION DESCRIPTION

Students study the historical works of professional choreographers in one or more genres, such as ballet, modern, jazz, or other traditional dance forms. Students learn to understand and apply each choreographer's movement design and artistic intent, respecting the work as each choreographer's intellectual property, and gain skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300400

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Dance > **SubSubject:**
General >

Number of Credits: One (1) credit

Abbreviated Title: DANCE REPERT 1

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Repertory 2 (#0300410) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.2:	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Clarifications: e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.4:	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
DA.912.C.2.2:	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Clarifications: e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Clarifications: e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. Clarifications: e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.2.1:	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form. Clarifications: e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. Clarifications: e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Clarifications: e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Clarifications: e.g., stage directions, lighting, equipment
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Clarifications: e.g., repetition, revision, refinement, focus
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4:	Perform dance vocabulary with musicality and sensitivity. Clarifications: e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. Clarifications: e.g., arabesque, lateral T, jazz hands
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LAFS.910.SL.1.1:	<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	<p>Analyze the movement performance of self and others.</p> <p>Clarifications: Some examples are video analysis and checklist.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION DESCRIPTION

Students study the historical works of exemplary professional choreographers in one or more genres, learning to understand and apply each choreographer's movement design and artistic intent, and respecting the work as each choreographer's intellectual property. Students learn about Narrative, Literal, Non-Literal and Abstract dances, gaining skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300410	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Dance > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: DANCE REPERT 2
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Repertory 3 Honors (#0300420) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.2:	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Clarifications: e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.4:	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Clarifications: e.g., improvisation, trial and error, collaboration
DA.912.C.2.2:	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Clarifications: e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Clarifications: e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Clarifications: e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. Clarifications: e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.2.1:	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields. Clarifications: e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist
DA.912.F.3.2:	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. Clarifications: e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.4:	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. Clarifications: e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.3.1:	Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work. Clarifications: e.g., other performing and visual artists, inventors, scientists
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. Clarifications: e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Clarifications: e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. Clarifications: e.g., tendu-dégagé-grand battement-grand jeté

	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.
DA.912.O.2.2:	Clarifications: e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
DA.912.O.3.5:	Clarifications: e.g., stage directions, lighting, equipment
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.2:	Clarifications: e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
	Perform dance vocabulary with musicality and sensitivity.
DA.912.S.3.4:	Clarifications: e.g., on the counts, fill the music, emulate musical nuance
	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.
DA.912.S.3.8:	Clarifications: e.g., arabesque, lateral T, jazz hands
DA.912.S.3.9:	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	Standard Relation to Course: Supporting
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully

	formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
PE.912.C.2.2:	Apply terminology and etiquette in dance.
	Analyze the movement performance of self and others.
PE.912.C.2.3:	Clarifications: Some examples are video analysis and checklist.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION DESCRIPTION

Students study the historical works of professional choreographers in one or more genres, learning to understand, apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students expand on Narrative, Literal, Non-Literal and Abstract dance, refining skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

GENERAL NOTES

Special Note: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobic instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300420

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: DANCE REPERT 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Repertory 4 Honors (#0300430) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.1.2:	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Clarifications: e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. Clarifications: e.g., journal entries, discussion
DA.912.C.1.4:	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Clarifications: e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Clarifications: e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. Clarifications: e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. Clarifications: e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
DA.912.F.3.2:	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. Clarifications: e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.3:	Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance. Clarifications: e.g., attire, etiquette, professional presentation, technique, conditioning
DA.912.F.3.4:	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. Clarifications: e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.3.1:	Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work. Clarifications: e.g., other performing and visual artists, inventors, scientists
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Clarifications: e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. Clarifications: e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. Clarifications: e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille

DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
DA.912.S.2.1:	Clarifications: e.g., stage directions, lighting, equipment
DA.912.S.2.2:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.3:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.4:	Clarifications: e.g., repetition, revision, refinement, focus
DA.912.S.3.1:	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.3.2:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.3:	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.4:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.7:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.8:	Perform dance vocabulary with musicality and sensitivity.
DA.912.S.3.9:	Clarifications: e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.9:	Move with agility, alone and relative to others, to perform complex dance sequences.
DA.912.S.3.9:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.
DA.912.S.3.9:	Clarifications: e.g., arabesque, lateral T, jazz hands
DA.912.S.3.9:	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Standard Relation to Course: Supporting
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
PE.912.C.2.2:	Apply terminology and etiquette in dance.
	Analyze the movement performance of self and others.
PE.912.C.2.3:	Clarifications: Some examples are video analysis and checklist.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION DESCRIPTION

Students study the historical background and works of professional choreographers in one or more genres, and have the ability to apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students may demonstrate Narrative, Literal, Non-Literal and Abstract dance, advancing skills for group and self-assessment, analysis, and problem solving. Dancers assess their skills and techniques in the context of careers in theatrical, commercial and concert dance. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300430	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Dance > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: DANCE REPERT 4 HON
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none"> Honors
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance History and Aesthetics 1 (#0300450) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. Clarifications: e.g., journal entries, discussion
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance. Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.
DA.912.C.3.1:	Clarifications: e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. Clarifications: e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. Clarifications: e.g., collaboration, scheduling, accountability, follow-through
DA.912.H.1.4:	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
DA.912.H.1.6:	Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value. Clarifications: e.g., Swan Lake, Serenade, West Side Story, Revelations
DA.912.H.2.1:	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form. Clarifications: e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
DA.912.H.2.2:	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. Clarifications: e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.1:	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. Clarifications: e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.C.2.5:	Analyze the relationship between music and dance.

General Course Information and Notes

VERSION DESCRIPTION

Students study the global origins and influences of dance forms and styles of the 20th and 21st centuries. Students analyze, assess, discuss, and write about dance performances. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300450

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Dance > **SubSubject:**
General >

Number of Credits: One (1) credit

Abbreviated Title: DANCE HIST/AESTH 1

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Kinesiology and Somatics 1 (#0300480) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Clarifications: e.g., improvisation, trial and error, collaboration
DA.912.C.2.2:	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Clarifications: e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Clarifications: e.g., time management, refining dance steps, research
DA.912.F.1.2:	Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product. Clarifications: e.g., synchronous virtual performance, visual projections, motion-response technology, lighting
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.2.1:	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields. Clarifications: e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist
DA.912.F.3.2:	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. Clarifications: e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.5:	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. Clarifications: e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. Clarifications: e.g., collaboration, scheduling, accountability, follow-through
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10:	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.2.2:	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
DA.912.H.3.3:	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.4:	Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area. Clarifications: e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. Clarifications: e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.1.4:	Analyze, design, and facilitate an instructional sequence to show understanding of how the structure of dance classes relates to the overall development of the dancer. Clarifications: e.g., purposes of warm-ups, progressions, phrase work
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3:	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.

DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension. Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.2:	Clarifications: e.g., repetition, revision, refinement, focus
DA.912.S.3.1:	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. Clarifications: e.g., rise, one foot to two feet, hand
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. Standard Relation to Course: Supporting
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.5.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
SC.912.L.14.14:	Identify the major bones of the axial and appendicular skeleton.

General Course Information and Notes

VERSION DESCRIPTION

Students study the science of movement as it relates to the specific needs of the dancer. Units of instruction may include, but are not limited to, the introduction to kinesiology with the understanding of the body (anatomy and physiology), through personal fitness conditioning (emphasis on yoga, Pilates), fitness concepts and techniques, cardiorespiratory endurance training and nutrition. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300480	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Dance > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: DANCE KINE/SOMAT 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
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Florida's Preinternational Baccalaureate Dance (#0300650) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.1.2:	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Clarifications: e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. Clarifications: e.g., journal entries, discussion
DA.912.C.1.4:	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Clarifications: e.g., improvisation, trial and error, collaboration
DA.912.C.2.2:	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Clarifications: e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Clarifications: e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Clarifications: e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. Clarifications: e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. Clarifications: e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
DA.912.F.3.2:	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. Clarifications: e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.4:	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. Clarifications: e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. Clarifications: e.g., collaboration, scheduling, accountability, follow-through
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10:	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
DA.912.H.1.1:	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.4:	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world. Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.

DA.912.H.3.2:	Clarifications: e.g., literature, theatre, program music
DA.912.H.3.3:	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer. Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area.
DA.912.H.3.4:	Clarifications: e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre. Apply standards of class and performance etiquette consistently to attain optimal working conditions.
DA.912.O.1.2:	Clarifications: e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. Clarifications: e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.1.5:	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. Clarifications: e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
DA.912.O.2.1:	Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes. Clarifications: e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3:	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. Clarifications: e.g., stage directions, lighting, equipment
DA.912.S.1.1:	Synthesize a variety of choreographic principles and structures to create a dance. Clarifications: e.g., unity, variety, contrast, repetition, transition
DA.912.S.1.2:	Generate choreographic ideas through improvisation and physical brainstorming.
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.1.4:	Create dance studies using dance vocabulary and innovative movement.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance. Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.2:	Clarifications: e.g., repetition, revision, refinement, focus
DA.912.S.2.3:	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.1:	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms. Perform dance vocabulary with musicality and sensitivity.
DA.912.S.3.4:	Clarifications: e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. Clarifications: e.g., rise, one foot to two feet, hand
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.7:	Move with agility, alone and relative to others, to perform complex dance sequences.
DA.912.S.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. Clarifications: e.g., arabesque, lateral T, jazz hands
DA.912.S.3.9:	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1:	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a

- topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Standard Relation to Course: Supporting

LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately. Clarifications: Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

VERSION DESCRIPTION

Students in this Pre-IB course, designed for dancers who have mastered the basics in two or more dance forms, builds technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300650

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: FL PRE-IB DANCE

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

International Baccalaureate Dance 1 (#0300655) 2014 - And Beyond

(current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300655

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: IB DANCE 1

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

International Baccalaureate Dance 2 (#0300660) 2014 - And Beyond

(current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300660

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: IB DANCE 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

International Baccalaureate Dance 3 (#0300670) 2014 - And Beyond

(current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300670

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: IB DANCE 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Pre-Advanced Placement Dance (#0300700) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The course description for this Pre-Advanced Placement (Pre-AP) course is located on the College Board site at pre-ap.collegeboard.org/courses.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300700	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Dance > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AP DANCE
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9	<ul style="list-style-type: none">• Honors
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
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Dance Transfer (#0300990) 2015 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0300990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE TRAN

Course Length: Not Applicable

Course Type: Transfer Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Dance - Grade Kindergarten (#5003010) 2015 - 2022 (current)

Course Standards

Name	Description
DA.K.C.1.1:	Associate and identify words of action or feeling with watching or performing simple dances.
DA.K.C.1.2:	Perform creative movement in a specific order.
DA.K.C.2.1:	Explore movement possibilities to solve problems by experiencing tempo, level, and directional changes. Clarifications: e.g., turtle: slow; rabbit: fast
DA.K.C.3.1:	Express preferences from among a teacher-selected set of dances. Clarifications: e.g., teacher-chosen dances presented live or on video, dancing games, simple dances students have already learned
DA.K.F.1.1:	Create free-form dances, using manipulatives, which are personally pleasing and show exploration and imagination. Clarifications: e.g., scarves, long ribbons, soft fabric squares and rectangles
DA.K.F.3.1:	Follow classroom instructions given by the teacher.
DA.K.H.1.1:	Dance to music from a wide range of cultures.
DA.K.O.1.1:	Improvise a short phrase based on the elements of dance. Clarifications: e.g., space: pathways, levels; time: speed
DA.K.O.2.1:	Improvise a short dance phrase with a clear beginning and ending. Clarifications: e.g., twist, bend, swing, bounce, freeze
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.K.S.1.1:	Discover movement through exploration, creativity, and imitation. Clarifications: e.g., use of space, tempo, level, direction
DA.K.S.1.2:	Discover new ways to move by using imitation and imagery. Clarifications: e.g., animals, swaying trees, falling snow
DA.K.S.2.1:	Follow classroom directions.
DA.K.S.2.2:	Retain simple sequences and accurate dance terminology over time.
DA.K.S.3.1:	Refine gross- and fine-locomotor skills through repetition.
DA.K.S.3.2:	Imitate simple exercises for strengthening and stretching the body.
DA.K.S.3.3:	Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.
DA.K.S.3.4:	Move to various musical and rhythmic accompaniments, responding to changes in tempo and dynamics.
MAFS.K.CC.1.1:	Count to 100 by ones and by tens. Standard Relation to Course: Supporting
MAFS.K.CC.1.2:	Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Standard Relation to Course: Supporting
MAFS.K.CC.1.3:	Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). Standard Relation to Course: Supporting
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting

	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
MAFS.K12.MP.7.1:	
	<p>Standard Relation to Course: Supporting</p>
LAFS.K.RL.4.10:	Actively engage in group reading activities with purpose and understanding.
	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LAFS.K.SL.1.1:	<p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>
	<p>Standard Relation to Course: Supporting</p>
LAFS.K.SL.1.2:	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	Recognize locomotor skills.
PE.K.C.2.1:	<p>Clarifications:</p> <p>Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.</p>
	Recognize physical activities have safety rules and procedures.
PE.K.C.2.2:	<p>Clarifications:</p> <p>An example would be to put equipment away when not in use in order to keep the physical activity area safe.</p>
PE.K.R.6.2:	Identify a benefit of willingly trying new movements and motor skills.
PE.K.R.6.3:	Identify the benefits of continuing to participate when not successful on the first try.
	Respond to music from various sound sources to show awareness of steady beat.
MU.K.C.1.1:	<p>Clarifications:</p> <p>e.g., steady beat, pulse</p>
MU.K.C.2.1:	Identify similarities and/or differences in a performance.
	Respond to beat, rhythm, and melodic line through imitation.
MU.K.O.1.1:	<p>Clarifications:</p> <p>e.g., locomotor and non-locomotor movement, body levels</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	Recognize healthy behaviors.
HE.K.C.1.1:	<p>Clarifications:</p> <p>Brushing teeth, adequate sleep, and cover mouth for cough and sneeze.</p>

General Course Information and Notes

VERSION DESCRIPTION

Kindergarten students in dance class explore their world through a variety of creative dance concepts, learning strategies, rhythms, stories, songs, manipulatives, images, and creative play to help them express control and imagination, advance motor skills, increase kinesthetic awareness and coordination, and develop social skills. Instruction facilitates their acquisition of knowledge and skills required to self-express, communicate, create with imagination and artistic intent, and infuse concepts from various academic content areas and cultural origins.

GENERAL NOTES

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003010

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - GRADE K
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K

Educator Certifications

Primary Education (K-3)
Dance (Elementary and Secondary Grades K-12)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Physical Education (Elementary and Secondary Grades K-12)
Physical Education (Grades K-8)

Dance - Grade 1 (#5003020) 2015 - 2022 (current)

Course Standards

Name	Description
DA.1.C.1.1:	Identify and respond to the feelings expressed in movement pieces.
DA.1.C.1.2:	Repeat simple movements from verbal cueing. Clarifications: e.g., "right foot front," "arms to the side"
DA.1.C.2.1:	Make movement choices, using one or more given elements, to complete a short phrase. Clarifications: e.g., levels, tempos, directions, energy
DA.1.C.3.1:	Share personal opinions on selected movement pieces, recognizing that individual opinions often vary.
DA.1.F.1.1:	Create dances, with or without manipulatives, which imitate animated shapes, letters, animals, and/or storybook characters. Clarifications: e.g., scarves, long ribbons, soft fabric squares and rectangles
DA.1.F.3.1:	Follow directions given by the teacher or by peers in small groups.
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. Experiment with given elements to develop knowledge of their characteristics.
DA.1.O.1.1:	Clarifications: e.g., fast/slow, big/small, smooth/sharp, curved/straight
DA.1.O.1.2:	Demonstrate awareness of expectations in class and at informal performances.
DA.1.O.2.1:	Select and apply a change in tempo or level to transform the meaning, feeling, or look of a movement or phrase.
DA.1.O.3.1:	Create movement phrases to express a feeling, idea, or story.
DA.1.O.3.2:	Use accurate dance terminology to describe specified movements and shapes.
DA.1.S.1.1:	Discover movement through exploration, creativity, self-discovery, and experimentation in dance. Explore how body parts move by using imitation and imagery.
DA.1.S.1.2:	Clarifications: e.g., elbow circles: turn a crank; flex/point: gas peddle
DA.1.S.2.1:	Listen attentively and follow directions when learning movement skills and sequences. Clarifications: e.g., clapping, visual or verbal cue
DA.1.S.2.2:	Practice simple dance sequences with assistance.
DA.1.S.2.3:	Perform simple movements on both sides of the body. Clarifications: e.g., shake right hand, shake left hand
DA.1.S.3.1:	Imitate basic body postures and maintain a pose in a held stance. Clarifications: e.g., curved, straight, bent, crooked
DA.1.S.3.2:	Repeat simple body movements to strengthen and stretch the body. Clarifications: e.g., bend front and side, jump, hop
DA.1.S.3.3:	Practice moving body parts in and through space to develop coordination. Clarifications: e.g., arms with legs, up/down, forward/backward, skipping with arm swings
DA.1.S.3.4:	Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic. Clarifications: e.g., verbalized rhythm transferred to the feet
DA.1.S.3.5:	Explore, manipulate, and manage concepts of personal and general space by moving in different levels and directions.
PE.1.C.2.1:	Identify the critical elements of locomotor skills. Clarifications: Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.
PE.1.C.2.2:	Identify safety rules and procedures for teacher-selected physical activities. Clarifications: An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
PE.1.C.2.9:	Name examples of warm-up and cool-down exercises. Clarifications: An example of a warm-up exercise is an activity that gets your blood flowing. An example of a cool-down exercise is one that slows your heart rate.

PE.1.R.6.2:	Identify feelings resulting from participation in physical activity.
PE.1.R.6.3:	Identify the benefits of learning new movement skills.
LAFS.1.RL.1.2:	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LAFS.1.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. <p>Standard Relation to Course: Supporting</p>
LAFS.1.SL.1.2:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.SL.1.3:	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
TH.1.O.1.1:	Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.
TH.1.S.1.1:	Exhibit appropriate audience etiquette and response.
TH.1.S.3.1:	Use simple acting techniques to portray a person, place, action, or thing.
ELDK12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.1.C.1.1:	Identify healthy behaviors.
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.

General Course Information and Notes

VERSION DESCRIPTION

First-grade students in dance class explore their expanding world as they create, interpret, and replicate steps, movement patterns, shapes, rhythms, and dances inspired by a variety of stories, songs, ideas, cultures, manipulatives, images, creative play, and technologies. Through structured and unstructured movement, students stretch their imaginations, strengthen their bodies, and learn to make choices in a risk-free environment. Instruction facilitates their acquisition of knowledge and skills required to self-express, create with artistic intent, and infuse concepts from various academic content areas and cultural origins.

GENERAL NOTES

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level

words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003020

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - GRADE 1
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 1

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
Dance (Elementary and Secondary Grades K-12)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)
Physical Education (Grades K-8)
Physical Education (Elementary Grades 1-6)
Physical Education (Elementary and Secondary Grades K-12)

Dance-Grade 2 (#5003030) 2015 - 2022 (current)

Course Standards

Name	Description
DA.2.C.1.1:	<p>Explain, using accurate dance terminology, how teacher-specified elements of dance are used in a phrase or dance piece.</p> <p>Clarifications: e.g., body, effort/energy, space, time, groups, solos, names of steps</p>
DA.2.C.1.2:	Demonstrate listening, observing, and following skills while learning dance movements; and perform them with the teacher and alone.
DA.2.C.1.3:	Express the meaning or feeling of a dance piece creatively, using pictures, symbols, and/or words.
DA.2.C.2.1:	Decide which of two movements will express a desired result.
DA.2.C.3.1:	Share personal opinions about a dance piece, using a mix of accurate dance and non-dance terminology.
DA.2.F.1.1:	Create dances that interpret animals and storybook or other imagined characters.
DA.2.F.3.1:	Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings.
DA.2.H.1.1:	Perform a variety of dances to explore their origins, cultures, and themes.
DA.2.H.3.1:	Create a dance phrase using numbers, shapes, and patterns.
DA.2.H.3.2:	Describe connections between creating in dance and creating in other content areas.
DA.2.O.1.1:	<p>Identify the elements of dance in planned and improvised dance pieces to show early awareness of structure.</p> <p>Clarifications: e.g., body, action, space, time, energy, relationships</p>
DA.2.O.1.2:	Identify and practice specified procedures and etiquette in dance class and at performances.
DA.2.O.2.1:	<p>Change the feeling, meaning, or look of a movement phrase by altering the elements of dance.</p> <p>Clarifications: e.g., tempo, direction, level, quality of movement</p>
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.2.S.1.1:	<p>Demonstrate basic movement through kinesthetic exploration.</p> <p>Clarifications: e.g., stretch, collapse, sustain</p>
DA.2.S.1.2:	Explore dance sequences by creating and imitating images that move through space.
DA.2.S.1.3:	Follow body-part initiation through space to increase kinesthetic awareness.
DA.2.S.2.1:	Demonstrate focus and concentration while listening to instructions and observing others' movement.
DA.2.S.2.2:	Demonstrate simple dance sequences to show memorization and presentation skills.
DA.2.S.2.3:	Follow and repeat movement on opposite sides of the body.
DA.2.S.3.1:	<p>Replicate basic positions with clear body lines and correct alignment.</p> <p>Clarifications: e.g., lengthened torso, stretched legs, curved arms</p>
DA.2.S.3.2:	<p>Perform bending and reaching exercises to increase strength, stamina, flexibility, and range of motion.</p> <p>Clarifications: e.g., feet/arms, cambre, side stretch, deep lunge, exercises of bend/reach</p>
DA.2.S.3.3:	<p>Repeat given movements to show coordination between body parts.</p> <p>Clarifications: e.g., skipping with arm movements, skips with turns, spotting head</p>
DA.2.S.3.4:	Maintain a demonstrated rhythm in time to musical accompaniment.
DA.2.S.3.5:	Maintain balance in basic positions and in shifting weight through plie.
LAFS.2.RL.1.2:	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LAFS.2.SL.1.1:	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
LAFS.2.SL.1.2:	Standard Relation to Course: Supporting
LAFS.2.SL.1.3:	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
PE.2.C.2.2:	<p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Identify safety rules and procedures for selected physical activities.</p> <p>Clarifications: An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</p>
PE.2.C.2.8:	<p>Explain the importance of warm-up and cool-down activities.</p> <p>Clarifications: An example of the importance for warm-up activities is the prevention of injuries.</p>

PE.2.R.6.2:	Discuss the relationship between skill competence and enjoyment.
PE.2.R.6.3:	Identify ways to contribute as a member of a cooperative group.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
VA.2.H.1.2:	Distinguish between appropriate and inappropriate audience behavior.
VA.2.S.1.3:	Explore art from different time periods and cultures as sources for inspiration.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.2.C.2.4:	Explain the ways that rules make the classroom, school, and community safer. Clarifications: Walking not running, waiting your turn, and following traffic laws.
TH.2.F.1.1:	Create and sustain a character inspired by a class reading or activity.

General Course Information and Notes

VERSION DESCRIPTION

Second-grade students in dance class establish use of the body through structured and unstructured movement, exploring the elements of dance through a variety of techniques, forms, and dance traditions. As they create, interpret, and replicate steps, movement patterns, shapes, rhythms, and dances inspired by a variety of stories, music, ideas, cultures, images, and technologies, students stretch their imaginations, strengthen their bodies, and learn to make choices in a risk-free environment. Instruction fosters skills and knowledge that enable students to respond to dance in ways that facilitate creativity with artistic expression, self-discipline, and a connection to other content areas and cultures.

GENERAL NOTES

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003030

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - GRADE 2
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 2

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
Dance (Elementary and Secondary Grades K-12)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)
Physical Education (Elementary Grades 1-6)

Dance-Intermediate 1 (#5003040) 2015 - 2022 (current)

Course Standards

Name	Description
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. Learn movement quickly and accurately through application of learning strategies.
DA.3.C.1.2:	Clarifications: e.g., associate words and mental images, create a narrative
DA.3.C.1.3:	Identify and demonstrate changes made in various elements of a movement piece.
DA.3.C.2.1:	Apply knowledge of basic elements of dance to identify examples in a dance piece.
DA.3.C.2.2:	Share and apply feedback to improve the quality of dance movement.
DA.3.C.3.1:	Examine one element of a dance piece and judge how well it expressed or supported the given intent.
DA.3.F.1.1:	Create dance pieces that interpret characters from stories, poems, and other literature sources.
DA.3.F.3.1:	Be on time and prepared for classes, and work successfully in small- and large-group cooperative settings, following directions given by the teacher or peers.
DA.3.H.1.1:	Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.
DA.3.H.2.1:	Discuss the roles that dance has played in various social, cultural, and folk traditions. Create and perform a dance, inspired by developmentally appropriate literature, stories, or poems, that has a beginning, middle, and end.
DA.3.H.3.1:	Clarifications: e.g., language arts: essay-writing
DA.3.H.3.2:	Identify connections between the skills required to learn dance and the skills needed in other learning environments. Relate how the elements of dance are applied in classwork to how they are used in dance pieces.
DA.3.O.1.1:	Clarifications: e.g., body, action, space, time, energy, relationships
DA.3.O.1.2:	Identify the procedures and structures common to dance classes.
DA.3.O.2.1:	Select an element to change within a phrase and discuss the results.
DA.3.O.3.1:	Translate words, pictures, or movements into dance to express ideas or feelings.
DA.3.O.3.2:	Use accurate dance terminology to respond to and communicate about dance. Share, using accurate dance terminology, ways in which dance communicates its meaning to the audience.
DA.3.O.3.3:	Clarifications: e.g., pantomime, gestures
DA.3.S.1.1:	Create movement to express feelings, images, and stories.
DA.3.S.1.2:	Respond to improvisation prompts, as an individual or in a group, to explore new ways to move.
DA.3.S.1.3:	Explore positive and negative space to increase kinesthetic awareness.
DA.3.S.1.4:	Create dance sequences, based on expanded, everyday gestures and/or movements.
DA.3.S.2.1:	Explain why focus and cooperation are important in class and performance.
DA.3.S.2.2:	Learn and repeat movement using observation and listening skills.
DA.3.S.2.3:	Practice simple dance movements on both sides and facing in different directions. Use learning strategies to remember movement between classes and rehearsals.
DA.3.S.2.4:	Clarifications: e.g., write down steps and corrections, draw floor patterns, verbalize
DA.3.S.3.1:	Demonstrate appropriate posture with strength in the abdomen and length in the spine.
DA.3.S.3.2:	Perform safe practice exercises for increasing strength, flexibility, and range of motion.
DA.3.S.3.3:	Perform far-reach exercises to demonstrate knowledge of the use of line in movement.
DA.3.S.3.4:	Identify and demonstrate an understanding of the elements of time.
DA.3.S.3.5:	Maintain center line of balance in place, in transfer of weight, and while changing levels.
DA.3.S.3.6:	Execute a movement sequence, in and through space, with a specific expression.
DA.3.S.3.7:	Rehearse movements and dance sequences to develop coordination and agility in muscular groups.
LAFS.3.L.3.6:	Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). 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.
LAFS.3.SL.1.1:	<ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.
	Standard Relation to Course: Supporting
LAFS.3.SL.1.2:	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.SL.1.3:	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.5.1:	
	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	
	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	
	<p>Understand the importance of safety rules and procedures in all physical activities.</p>
PE.3.C.2.2:	<p>Clarifications: An example of a safety procedure is wearing a helmet when riding a bicycle.</p>
	<p>Perform one dance accurately.</p>
PE.3.M.1.10:	<p>Clarifications: Some examples of dances are square, contra, step and social.</p>
PE.3.R.6.1:	List personally challenging physical-activity experiences.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	<p>Describe healthy behaviors that affect personal health.</p>
HE.3.C.1.1:	<p>Clarifications: Covering mouth cough/sneeze, washing hands before eating and after using the bathroom, performing daily physical activity, never using other's hair/toothbrushes, preventing the spread of germs, exercising regularly, avoiding junk food, and avoiding tobacco products.</p>
SC.3.P.10.2:	Recognize that energy has the ability to cause motion or create change.
TH.3.C.2.2:	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
VA.3.H.1.3:	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

General Course Information and Notes

VERSION DESCRIPTION

Third-grade* students in dance class apply knowledge of the basic elements and principles of dance through improvisation and structured practice of locomotor and non-locomotor patterns, steps, positions, and actions of the body requiring strength, coordination, and flexibility. The creative process facilitates aesthetic and affective progression, as well as an awareness of historical perspectives and contemporary ideas in the arts that enable students to identify connections between skills required in dance and skills required in other content areas.

GENERAL NOTES

* Intermediate Dance 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Dance teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence. Examples: • A 3rd grade class that has taken Dance previously should be enrolled in Intermediate Dance 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Dance for the first time may be enrolled, as a class, in Intermediate Dance 1, and must then progress to Intermediate Dance 2 in the following year.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003040

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General > **Abbreviated Title:** DANCE - INTERM 1
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5

Educator Certifications

Elementary Education (Elementary Grades 1-6)

Primary Education (K-3)

Dance (Elementary and Secondary Grades K-12)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Elementary Education (Grades K-6)

Physical Education (Elementary Grades 1-6)

Physical Education (Grades K-8)

Physical Education (Elementary and Secondary Grades K-12)

Dance-Intermediate 2 (#5003050) 2015 - 2022 (current)

Course Standards

Name	Description
DA.4.C.1.1:	Create a tableau, theme, or main idea in a dance piece to explore the potential of shapes and space. Clarifications: e.g., symmetrical, asymmetrical, twisted, curved, rounded, curled, arched, spiraled, angular, flat
DA.4.C.1.2:	Learn and produce short movement sequences, assisted by the teacher, using observation, imitation, and musical cues.
DA.4.C.1.3:	Identify points within a dance piece at which mood, character, or meaning change abruptly or evolve.
DA.4.C.2.1:	Apply knowledge of the basic elements of dance to suggest changes in a movement piece.
DA.4.C.2.2:	Demonstrate the ability to participate in objective feedback sessions as a means of evaluating one's own and others' work.
DA.4.C.3.1:	Evaluate a dance by examining how effectively two or more elements were used in the piece. Clarifications: e.g., body, space, time, energy/dynamics, relationships
DA.4.F.1.1:	Collaborate with others to create dance pieces that show innovative movement options. Clarifications: e.g., elements of weather, magnets, real or imagined multi-part machines, fables and stories from history
DA.4.F.2.1:	Describe the various roles and responsibilities associated with careers in dance. Clarifications: e.g., choreographer, dancer, teacher
DA.4.F.3.1:	Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.
DA.4.H.1.1:	Perform dances from different cultures, emulating the essential movement characteristics and traditions.
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.4.H.3.1:	Create a dance with student-selected components from other content areas and/or personal interests.
DA.4.H.3.2:	Use improvisation and movement studies to explore concepts from other content areas. Clarifications: e.g., science, math, reading, history
DA.4.H.3.3:	Describe how dance and music can each be used to interpret and support the other.
DA.4.O.1.1:	Describe how the elements of dance are used in class and in dance pieces. Clarifications: e.g., body, action, space, time, energy, relationships
DA.4.O.1.2:	Describe how the procedures and structures in a dance class help create a positive and healthful environment for learning.
DA.4.O.1.3:	Investigate the positions, initiations, and movements within a given step.
DA.4.O.2.1:	Experiment with a dance phrase by using a variety of elements to create a variation on the original work.
DA.4.O.2.2:	Describe how the contributions of one or more selected innovators changed a particular genre or dance form.
DA.4.O.3.1:	Express ideas through movements, steps, and gestures.
DA.4.O.3.2:	Use accurate dance terminology as a means of asking questions, discussing dances, and learning new dance pieces.
DA.4.O.3.3:	Respect varying interpretations of a dance, recognizing that viewer perspectives may be different.
DA.4.S.1.1:	Create movement sequences that are personally meaningful and/or express an idea.
DA.4.S.1.2:	Improvise to music, using choreographic principles, and match tempo, phrasing, style, and emotion.
DA.4.S.1.3:	Use kinesthetic awareness to explore movement in personal space and relative to other dancers.
DA.4.S.1.4:	Change isolations, level, direction, or tempo to explore movement choices.
DA.4.S.2.1:	Display attention, cooperation, and focus during class and performance.
DA.4.S.2.2:	Recall and perform movement in short sequences to improve memorization and speed of replication. Clarifications: e.g., associate words and mental images, create a narrative
DA.4.S.2.3:	Replicate movement sequences on opposite sides of the body or in the opposite direction.
DA.4.S.2.4:	Demonstrate application and memorization of corrections given by the teacher.
DA.4.S.3.1:	Observe and practice appropriate alignment of the torso, arms, and legs in a given dance sequence, using assisted correction, allegory, and/or imagery to support understanding and successful repetition. Clarifications: e.g., "spine is like a string of pearls"
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.4.S.3.3:	Practice weight shift and transitions through plie, elevation, pique, and chasse.
DA.4.S.3.4:	Replicate timing, rhythm, and accents demonstrated by the teacher and peers.
DA.4.S.3.5:	Maintain center of balance in various positions.
DA.4.S.3.6:	Practice varying expression and intention by moving in dance sequences using direct and indirect space and active and passive energy.
DA.4.S.3.7:	Repeat dance sequences with increasing speed and articulation to develop agility and coordination.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.4.SL.1.1:	<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.4.SL.1.2:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.1.3:	Identify the reasons and evidence a speaker provides to support particular points.
LAFS.4.W.3.7:	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
PE.4.C.2.2:	<p>Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.</p> <p>Clarifications: An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.</p>
PE.4.M.1.10:	<p>Perform two or more dances accurately.</p> <p>Clarifications: Some examples of dances are line, square, contra, folk, step and social.</p>
PE.4.R.6.1:	Discuss how physical activity can be a positive opportunity for social and group interaction.
TH.4.C.2.1:	Provide a verbal critique to help strengthen a peer's performance.
TH.4.C.2.2:	Reflect on the strengths and needs of one's own performance.
TH.4.S.1.1:	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.4.C.1.4:	<p>Describe ways to prevent common childhood injuries and health problems.</p> <p>Clarifications: Not sharing head gear, getting yearly check-ups, washing hands before eating and after using bathroom, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth to prevent dental cavities.</p>

General Course Information and Notes

VERSION DESCRIPTION

Fourth-grade* students develop reflective critical and creative-thinking skills to solve artistic problems in dance, make informed judgments about the significance of dance, and explore why people of various cultures dance. The process provides students with opportunities to perform extended phrases and original and established compositions requiring strength, flexibility, a variety of rhythmical patterns, changes in direction, focus, and concentration. They also learn how to assess themselves and others constructively and respectfully.

GENERAL NOTES

* Intermediate Dance 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Dance teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence. Examples: • A 3rd grade class that has taken Dance previously should be enrolled in Intermediate Dance 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Dance for the first time may be enrolled, as a class, in Intermediate Dance 1, and must then progress to Intermediate Dance 2 in the following year.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003050

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General > **Abbreviated Title:** DANCE - INTERM 2
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Physical Education (Elementary Grades 1-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Dance - Intermediate 3 (#5003060) 2015 - 2022 (current)

Course Standards

Name	Description
DA.5.C.1.1:	Identify and discuss, using background knowledge of structure and personal experience, concepts and themes in dance pieces.
	Learn and produce movement sequences, assisted by the teacher, with speed and accuracy.
DA.5.C.1.2:	Clarifications: e.g., observe, imitate, apply musical cues
DA.5.C.1.3:	Demonstrate the use of time, space, effort, and energy to express feelings and ideas through movement.
DA.5.C.2.1:	Visualize and experiment with a variety of potential solutions to a given dance problem and explore the effects of each option.
DA.5.C.2.2:	Demonstrate the ability to share objective, positive feedback and constructive criticism, and apply suggested changes with the guidance of others.
	Critique a dance piece using established criteria.
DA.5.C.3.1:	Clarifications: e.g., provide positive feedback in a safe environment, use a rubric
	Evaluate the effectiveness of combining other works of art with specified works of dance.
DA.5.F.1.1:	Clarifications: e.g., music, literature, information media
	Evaluate the impact of technology on a specified work of dance.
DA.5.F.1.2:	Clarifications: e.g., video, projections
DA.5.F.1.3:	Incorporate creative risk-taking when improvising or developing a dance phrase.
	Identify dance and dance-related businesses in the community and describe their impact.
DA.5.F.2.1:	Clarifications: e.g., public service, cross-cultural connections, economic impact, enrichment
DA.5.F.3.1:	Show leadership by sharing ideas or by demonstrating or teaching skills to others.
DA.5.H.1.1:	Share and perform dances from diverse cultural or historical backgrounds and describe their significance within their original context.
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.
	Classify a dance performance or repertoire piece by origin, genre, or period.
DA.5.H.2.2:	Clarifications: e.g., African, Asian, Indian, ballet, folk, modern, tap
	Create a dance, inspired by another art form, which shows one or more connections between the two disciplines.
DA.5.H.3.1:	Clarifications: e.g., music, theatre, visual art
	Demonstrate how math and science concepts may be used in dance.
DA.5.H.3.2:	Clarifications: e.g., spacial relationships, groupings, symmetry, patterns, cycles, angles, reflections, rotations
DA.5.H.3.3:	Describe how the self-discipline required in dance training can be applied to other areas of study.
DA.5.H.3.4:	Perform a movement study based on a personal interpretation of a work of art.
DA.5.H.3.5:	Identify the use of world languages in various dance genres.
DA.5.O.1.1:	Analyze individual elements of a choreographic work to determine how they comprise the structure of a dance piece.
DA.5.O.1.2:	Review and apply the procedures and structures of class and performance to gain respect for their purposes and the traditions of the discipline.
DA.5.O.1.3:	Identify and explain the positions and movements within a given step or combination.
DA.5.O.2.1:	Make one or more revisions to a given dance phrase and explain how the meaning or feeling was altered.
DA.5.O.2.2:	Identify ways in which dance innovators contributed to new directions in the art form.
DA.5.O.3.1:	Practice movements, steps, pantomime, and gestures as a means of communicating ideas or intent without using words.
DA.5.O.3.2:	Use accurate dance terminology as a means of identifying, communicating, and documenting movement vocabulary.
DA.5.O.3.3:	Use accurate dance terminology and/or movement vocabulary to respond to movement based on personal ideas, values, or point of view.
DA.5.S.1.1:	Apply choreographic principles to create dance steps or sequences.
	Demonstrate dynamic changes in response to one or more sources.
DA.5.S.1.2:	Clarifications: e.g., music, drum beat, poetry
DA.5.S.1.3:	Manipulate given elements of a phrase to produce variations and expand movement choices.
	Use kinesthetic awareness to respond to shared movement with one or more dancers.
DA.5.S.1.4:	Clarifications: e.g., counter-balance, mirroring, unison
DA.5.S.2.1:	Demonstrate the ability to focus and maintain presence during dance classes and performances.
DA.5.S.2.2:	Practice purposefully, over time, to improve technique and performance in a choreographed piece.
DA.5.S.2.3:	Follow and repeat movement on the opposite side of the body or in reverse order.
DA.5.S.2.4:	Adapt and apply ensemble corrections to personal work.

DA.5.S.3.1:	Demonstrate basic posture, engage abdominal muscles, lengthen the spine, and show awareness of shoulder-to-hip line.
DA.5.S.3.2:	Increase strength, flexibility, and range of motion in the joints based on an awareness of safe practices and knowledge of basic anatomy and physiology.
DA.5.S.3.3:	Practice shifting weight from one leg to another using space and various levels and shapes. Perform a phrase that uses complex changes in rhythms and meters.
DA.5.S.3.4:	Clarifications: e.g., 2/4 to 3/4, 3/4 to 6/8
DA.5.S.3.5:	Apply understanding of support, weight placement, and center of gravity to attain balance.
DA.5.S.3.6:	Change the expression or intention of a given dance sequence by applying two contrasting dynamic elements.
DA.5.S.3.7:	Dissect dance sequences to understand how movement is initiated, articulated, and practiced, and to develop agility and coordination.
DA.5.S.3.8:	Explore the use of sagittal, vertical, and horizontal line.
LAFS.5.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
LAFS.5.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Standard Relation to Course: Supporting
LAFS.5.SL.1.2:	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3:	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LAFS.5.W.3.7:	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.5.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
PE.5.M.1.10:	Perform a variety of dances accurately. Clarifications: Some examples of dances are line, square, contra, folk, step and social.
PE.5.R.6.1:	Describe how participation in physical activity is a source of self-expression and meaning.
TH.5.H.1.2:	Participate in a performance to explore and celebrate a variety of human experiences.
TH.5.S.3.1:	Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations. Clarifications: e.g., breath control, diction, concentration, control of isolated body parts
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Compare ways to prevent common childhood injuries and health problems.
HE.5.C.1.4:	Clarifications: Wearing appropriate restraints, avoiding food with no nutritional value, and pursuing yearly health check-ups.

General Course Information and Notes

VERSION DESCRIPTION

Fifth-grade* students learn to classify, create, and replicate extended dance phrases and original and established compositions requiring concentration, strength, agility, creative risk-taking, use of technology, and knowledge of cultural tradition in at least two dance forms to cultivate a personal definition of and appreciation for dance. They develop reflective critical and creative-thinking skills to solve artistic problems in dance, make informed judgments about the significance of dance in various cultures, and learn how to critique dance performance constructively and with respect based on established and student-created criteria.

GENERAL NOTES

* Intermediate Dance 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Dance teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence. Examples: • A 3rd grade class that has taken Dance previously should be enrolled in Intermediate Dance 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Dance for the first time may be enrolled, as a class, in Intermediate Dance 1, and must then progress to Intermediate Dance 2 in the following year.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003060

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - INTERM 3
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Dance (Elementary and Secondary Grades K-12)
Elementary Education (Grades K-6)
Physical Education (Elementary Grades 1-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

M/J Theatre 1 (#0400000) 2015 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.5:	Describe how a theatrical activity can entertain or instruct an audience.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.2.2:	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.4:	Discuss the differences between presentational and representational theatre styles.
TH.68.H.2.8:	Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.
TH.68.H.3.1:	Identify principles and techniques that are shared between the arts and other content areas. Clarifications: e.g., art elements, writing styles, science and math principles
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.5:	Describe how social skills learned through play participation are used in other classroom and extracurricular activities. Clarifications: e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.4:	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
TH.68.O.3.1:	Compare theatre and its elements and vocabulary to other art forms.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.2:	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Standard Relation to Course: Supporting
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Standard Relation to Course: Supporting
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research. Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400000

Course Path: Section: Grades PreK to 12 Education

Courses > Grade Group: Grades 6 to 8 Education

Courses > Subject: Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J THEATRE 1

Course Length: Year (Y)

Educator Certifications

English (Elementary Grades 1-6)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Drama (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Elementary Education (Grades K-6)

M/J Theatre 2 (#0400010) 2015 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.6:	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time. Clarifications: e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4:	Defend personal responses to a theatre production.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.C.3.2:	Compare a film version of a story to its original play form.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.2.1:	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
TH.68.F.2.3:	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy. Clarifications: e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4:	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.1.6:	Discuss how a performer responds to different audiences.
TH.68.H.2.3:	Analyze theatre history and dramatic literature in the context of societal and cultural history.
TH.68.H.2.7:	Define theatre genres from different periods in history, giving examples of each.
TH.68.H.3.1:	Identify principles and techniques that are shared between the arts and other content areas. Clarifications: e.g., art elements, writing styles, science and math principles
TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.3:	Write alternate endings for a specified play.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.2:	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.1.4:	Discuss the ways in which theatre experiences involve empathy and aesthetic distance. Clarifications: e.g., vicarious identification with characters and actions, recognition that the play is not real life
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3:	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LAFS.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. <p>Standard Relation to Course: Supporting</p>
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students with previous theatre experience and instruction continue to study acting, design, and dramatic literature to increase the enjoyment and understanding of what is required to prepare plays for the public. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and begin to use the information to inform and improve their theatre knowledge and skills. Students begin to use the basic elements of theatre design through practical application and projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J THEATRE 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Drama (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

M/J Theatre 3 (#0400020) 2015 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.4:	Create and present a design, production concept, or performance and defend artistic choices.
	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.
TH.68.C.1.6:	Clarifications: e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4:	Defend personal responses to a theatre production.
	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
TH.68.C.3.1:	Clarifications: e.g., color, texture, shape, form, sound
TH.68.C.3.2:	Compare a film version of a story to its original play form.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.2.1:	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy.
TH.68.F.2.3:	Clarifications: e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters
	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
TH.68.F.3.1:	Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4:	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.1.6:	Discuss how a performer responds to different audiences.
TH.68.H.2.3:	Analyze theatre history and dramatic literature in the context of societal and cultural history.
TH.68.H.2.7:	Define theatre genres from different periods in history, giving examples of each.
	Identify principles and techniques that are shared between the arts and other content areas.
TH.68.H.3.1:	Clarifications: e.g., art elements, writing styles, science and math principles
TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.3:	Write alternate endings for a specified play.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.2:	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
	Discuss the ways in which theatre experiences involve empathy and aesthetic distance.
TH.68.S.1.4:	Clarifications: e.g., vicarious identification with characters and actions, recognition that the play is not real life
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3:	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
	Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
TH.68.S.3.1:	Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
	Lead small groups to safely select and create elements of technical theatre to signify a character or setting.
TH.68.S.3.4:	Clarifications: e.g., scenery, properties, lighting, costumes, make-up, sound

LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.7.RL.2.5:	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. <p>Standard Relation to Course: Supporting</p>
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students continue to build skills and knowledge as they explore aspects of theatre. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and improve their theatre knowledge and skills. Students learn about and begin to use the basic elements of theatre design through practical application and projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

GENERAL INFORMATION

Course Number: 0400020

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: M/J THEATRE 3
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Drama (Grades 6-12)

Course Standards

Name	Description
TH.68.C.1.1:	Devise an original work based on a community issue that explores various solutions to a problem. Clarifications: e.g., health, environment, politics, bullying
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.4:	Create and present a design, production concept, or performance and defend artistic choices.
TH.68.C.1.6:	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time. Clarifications: e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.2.1:	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4:	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.3:	Analyze theatre history and dramatic literature in the context of societal and cultural history.
TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.2:	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3:	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
TH.68.S.3.4:	Lead small groups to safely select and create elements of technical theatre to signify a character or setting. Clarifications: e.g., scenery, properties, lighting, costumes, make-up, sound
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

Standard Relation to Course: Supporting

LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore advanced concepts and other aspects of theatre, and explore the elements of theatre design through practical application, projects, and increasingly complex dramatic literature. In parallel with their learning opportunities in theatre, they investigate careers in a wide variety of fields, including theatre and the other arts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Special Note: Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.html.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0400025

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J THEATRE 3 C/P

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)

Drama (Grades 6-12)

English (Grades 6-12)

M/J Theatre 4 (#0400030) 2015 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.1:	Devise an original work based on a community issue that explores various solutions to a problem. Clarifications: e.g., health, environment, politics, bullying
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.4:	Create and present a design, production concept, or performance and defend artistic choices.
TH.68.C.1.6:	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time. Clarifications: e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4:	Defend personal responses to a theatre production.
TH.68.C.3.2:	Compare a film version of a story to its original play form.
TH.68.C.3.3:	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.1.4:	Survey an aspect of theatre to understand the ways in which technology has affected it over time. Clarifications: e.g., staging, lights, costumes
TH.68.F.2.1:	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
TH.68.F.2.3:	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy. Clarifications: e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.1:	Explore potential differences when performing works set in a variety of historical and cultural contexts.
TH.68.H.1.2:	Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4:	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.1:	Compare western theatre traditions with those of other cultures.
TH.68.H.2.2:	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture. Clarifications: e.g., Hair: antiwar sentiment; Show Boat: discrimination; South Pacific: discrimination
TH.68.H.2.3:	Analyze theatre history and dramatic literature in the context of societal and cultural history.
TH.68.H.2.5:	Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.
TH.68.H.2.7:	Define theatre genres from different periods in history, giving examples of each.
TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.1.4:	Discuss how the whole of a theatre performance is greater than the sum of its parts.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.5:	Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.2:	Discuss and apply the theatrical production process to create a live performance.

TH.68.S.2.3:	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
	Use the elements of dramatic form to stage a play.
TH.68.S.3.2:	Clarifications: e.g., plot, character, dialogue, conflict and resolution, setting
	Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments.
TH.68.S.3.3:	Clarifications: e.g., people, events, time, place
	Lead small groups to safely select and create elements of technical theatre to signify a character or setting.
TH.68.S.3.4:	Clarifications: e.g., scenery, properties, lighting, costumes, make-up, sound
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.8.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
	Standard Relation to Course: Supporting
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

VERSION DESCRIPTION

Students study advanced acting, theatre history, and dramatic literature and read and write scenes and plays. Students' work brings together all facets of a theatre production, combining performance and technical theatre skills through collaboration on a variety of classroom and/or school productions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400030

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J THEATRE 4

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)

Drama (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Middle Grades English (Middle Grades 5-9)

M/J Basic Theatre (MC) (#0400035) 2015 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.5:	Describe how a theatrical activity can entertain or instruct an audience.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.2.2:	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.5:	Describe how social skills learned through play participation are used in other classroom and extracurricular activities. Clarifications: e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research. Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use

technological tools to explore and deepen their understanding of concepts.

Attend to precision.

MAFS.K12.MP.6.1:

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Look for and make use of structure.

MAFS.K12.MP.7.1:

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

General Course Information and Notes

GENERAL NOTES

Students learn the basics of theatre arts by exploring a character through such activities as pantomime, improvisation and effective speaking using articulation, projection and breathing. Students also explore elements of technical theatre by exploring the use of such elements as costumes, props and scenery. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf.

GENERAL INFORMATION

Course Number: 0400035

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J BASIC THEATRE

Course Length: Semester (S)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Drama (Grades 6-12)

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

English (Elementary Grades 1-6)

M/J Acting 1 (#0400040) 2015 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.5:	Describe how a theatrical activity can entertain or instruct an audience.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.4:	Discuss the differences between presentational and representational theatre styles.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.5:	Describe how social skills learned through play participation are used in other classroom and extracurricular activities. Clarifications: e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.4:	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
TH.68.O.3.1:	Compare theatre and its elements and vocabulary to other art forms.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research. Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying

	assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Through simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

Course Number: 0400040	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Course Type: Elective Course	Abbreviated Title: M/J ACTING 1
Course Status: Draft - Course Pending Approval	Course Length: Semester (S)
Grade Level(s): 6, 7, 8	Course Level: 1

Educator Certifications

Drama (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)

M/J Acting 2 (#0400045) 2015 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4:	Defend personal responses to a theatre production.
	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
TH.68.C.3.1:	Clarifications: e.g., color, texture, shape, form, sound
TH.68.C.3.2:	Compare a film version of a story to its original play form.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
TH.68.F.3.1:	Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.1.6:	Discuss how a performer responds to different audiences.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
	Discuss the ways in which theatre experiences involve empathy and aesthetic distance.
TH.68.S.1.4:	Clarifications: e.g., vicarious identification with characters and actions, recognition that the play is not real life
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
	Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
TH.68.S.3.1:	Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1:	<ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own

MAFS.K12.MP.6.1:	reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>

General Course Information and Notes

GENERAL NOTES

Students with previous acting experience continue to build skills and knowledge in acting through analysis, discussion, and classroom performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

<p>Course Number: 0400045</p> <p>Course Type: Elective Course</p> <p>Course Status: Draft - Course Pending Approval</p> <p>Grade Level(s): 6,7,8</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Drama - Theatre Arts > SubSubject: General > Abbreviated Title: M/J ACTING 2 Course Length: Semester (S) Course Level: 2</p>
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Educator Certifications

Drama (Grades 6-12)
English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

(current)

Course Standards

Name	Description
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
TH.68.C.3.1:	Clarifications: e.g., color, texture, shape, form, sound
	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
TH.68.F.3.1:	Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.5:	Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.
	Describe historical and cultural influences leading to changes in theatre performance spaces and technology.
TH.68.H.2.6:	Clarifications: e.g., indoor theatres, proscenium, gas lighting, computers
TH.68.H.2.8:	Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.
	Identify principles and techniques that are shared between the arts and other content areas.
TH.68.H.3.1:	Clarifications: e.g., art elements, writing styles, science and math principles
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
	Describe how social skills learned through play participation are used in other classroom and extracurricular activities.
TH.68.H.3.5:	Clarifications: e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
	Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.
TH.68.O.1.2:	Clarifications: e.g., costume, scenery, lighting
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.3.1:	Compare theatre and its elements and vocabulary to other art forms.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.6.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.68.RST.1.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

MAFS.K12.MP.5.1:	Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Students are introduced to the elements of technical theatre, which includes costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Also important is students' technical knowledge of safety procedures and demonstrated safe operations of theatre equipment, tools, and raw materials. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

Course Number: 0400100	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Course Type: Elective Course	Abbreviated Title: M/J INTRO TECH THEA
Course Status: Draft - Course Pending Approval	Course Length: Semester (S)
Grade Level(s): 6,7,8	Course Level: 2

Educator Certifications

Drama (Grades 6-12)
English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

M/J Technical Theatre: Design and Production (#0400110) 2015 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.4:	Create and present a design, production concept, or performance and defend artistic choices.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.F.3.2:	Develop a list of line items that would typically be found in a production budget for a performance. Clarifications: e.g., royalties, publicity, set, costumes, theatre rental
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.5:	Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.
TH.68.H.2.6:	Describe historical and cultural influences leading to changes in theatre performance spaces and technology. Clarifications: e.g., indoor theatres, proscenium, gas lighting, computers
TH.68.H.2.8:	Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.
TH.68.H.3.1:	Identify principles and techniques that are shared between the arts and other content areas. Clarifications: e.g., art elements, writing styles, science and math principles
TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.5:	Describe how social skills learned through play participation are used in other classroom and extracurricular activities. Clarifications: e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.2:	Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements. Clarifications: e.g., costume, scenery, lighting
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.3.1:	Compare theatre and its elements and vocabulary to other art forms.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3:	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.3.4:	Lead small groups to safely select and create elements of technical theatre to signify a character or setting. Clarifications: e.g., scenery, properties, lighting, costumes, make-up, sound
LAFS.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style b. Maintain consistency in style and tone. Standard Relation to Course: Supporting
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

	<p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.68.RST.1.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.5.1:	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.6.1:	Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
MAFS.K12.MP.7.1:	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students' work focuses on learning the elements of technical theatre, which includes costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Also important is students' technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400110

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J TECH THEA DE&PR

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)

English (Grades 6-12)

Drama (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

M/J Musical Theatre 1 (#0400200) 2016 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.5:	Describe how a theatrical activity can entertain or instruct an audience.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.C.3.3:	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.2.2:	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.2:	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture. Clarifications: e.g., Hair: antiwar sentiment; Show Boat: discrimination; South Pacific: discrimination
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Standard Relation to Course: Supporting
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Standard Relation to Course: Supporting
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.K12.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Clarifications: e.g., listening maps, active listening, checklists
	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.

MU.68.C.2.2:	Clarifications: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
	Sing or play melodies by ear with support from the teacher and/or peers.
MU.68.S.1.4:	Clarifications: e.g., melodies using traditional classroom instruments and/or voice
MU.68.S.2.2:	Transfer performance techniques from familiar to unfamiliar pieces. Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.1:	Clarifications: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.2:	Clarifications: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.3.2:	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology. Apply the mechanics of movement transitions and weight changes.
DA.68.S.3.3:	Clarifications: e.g., body-part initiation, pelvic shift, fall and recovery
	Perform, using dance technique, with musical accuracy and expression.
DA.68.S.3.4:	Clarifications: e.g., on the counts, fill the music
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns. Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Student's coursework focuses on, but is not limited to, basic acting, basic vocal performance, basic dance/movement, non-dance movement, and staging, which transfer readily to musical theatre literature. Students will survey the current trends in musical theatre by studying representative literature. Students will explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level

words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf.

GENERAL INFORMATION

Course Number: 0400200

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J MUSIC THEATRE 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Educator Certifications

Drama (Grades 6-12)

Music (Elementary and Secondary Grades K-12)

M/J Musical Theatre 2 (#0400205) 2016 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.6:	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
TH.68.C.3.3:	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.4:	Survey an aspect of theatre to understand the ways in which technology has affected it over time.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
TH.68.H.1.1:	Explore potential differences when performing works set in a variety of historical and cultural contexts.
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.2:	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.4:	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
TH.68.O.2.5:	Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.2:	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. <p>Standard Relation to Course: Supporting</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1.1:	

- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Standard Relation to Course: Supporting

LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.K12.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DA.68.C.1.3:	Evaluate, using personal and established criteria, how choreographic structures and/or production elements were designed to impact mood or aesthetic value within a dance piece. Clarifications: e.g., floor patterns, stage design, ABA, theme and variations, rondo, use of costumes, lights, props
DA.68.H.1.2:	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.3.3:	Apply the mechanics of movement transitions and weight changes. Clarifications: e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. Clarifications: e.g., on the counts, fill the music
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns. Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.1:	Clarifications: e.g., listening maps, active listening, checklists
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Clarifications: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers. Clarifications: e.g., melodies using traditional classroom instruments and/or voice
MU.68.S.3.1:	Sing and/or play age-appropriate repertoire expressively. Clarifications: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2:	Demonstrate proper vocal or instrumental technique. Clarifications: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting

PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Student's coursework focuses on, but is not limited to, acting, vocal performance, dance/movement, and staging, which transfer readily to musical theatre literature. Students will survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and with representative, age appropriate literature. They will learn to analyze the structures, stories and settings of musical theatre exemplars to understand how those components serve the story. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

Course Number: 0400205

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: M/J MUSIC THEATRE 2

Course Level: 2

Course Status: Draft - Course Pending Approval

Educator Certifications

Drama (Grades 6-12)

Music (Elementary and Secondary Grades K-12)

M/J Musical Theatre 3 (#0400210) 2016 - 2022 (current)

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.C.3.3:	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Clarifications: e.g., royalties, copies, changing text
TH.68.H.1.1:	Explore potential differences when performing works set in a variety of historical and cultural contexts.
TH.68.H.1.2:	Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.6:	Discuss how a performer responds to different audiences.
TH.68.H.2.2:	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture. Clarifications: e.g., Hair: antiwar sentiment; Show Boat: discrimination; South Pacific: discrimination
TH.68.H.2.7:	Define theatre genres from different periods in history, giving examples of each.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.4:	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
TH.68.O.2.5:	Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.2:	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.3:	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Clarifications: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
TH.68.S.3.2:	Use the elements of dramatic form to stage a play. Clarifications: e.g., plot, character, dialogue, conflict and resolution, setting
TH.68.S.3.3:	Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments. Clarifications: e.g., people, events, time, place
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Standard Relation to Course: Supporting Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic,

LAFS.6.SL.1.1:	<p>text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.K12.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
MU.68.C.1.1:	<p>Develop strategies for listening to unfamiliar musical works.</p> <p>Clarifications: e.g., listening maps, active listening, checklists</p>
MU.68.C.2.2:	<p>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</p> <p>Clarifications: e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Clarifications: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Clarifications: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Clarifications: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
DA.68.C.1.3:	<p>Evaluate, using personal and established criteria, how choreographic structures and/or production elements were designed to impact mood or aesthetic value within a dance piece.</p> <p>Clarifications: e.g., floor patterns, stage design, ABA, theme and variations, rondo, use of costumes, lights, props</p>
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.3.4:	<p>Perform, using dance technique, with musical accuracy and expression.</p> <p>Clarifications: e.g., on the counts, fill the music</p>
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.

PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Student's coursework focuses on, but is not limited to, intermediate acting, intermediate vocal performance, intermediate dance/movement, and staging, which transfer readily to music theatre literature. Students will learn from studying styles and techniques used by well-known singer-actor-dancers and choreographers and they will begin to build a performance portfolio. Students will begin to use their prior knowledge to develop scenes on their own and incorporate blocking, choreography and settings. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

Course Number: 0400210

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: M/J MUSIC THEATRE 3
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Educator Certifications

Drama (Grades 6-12)
Music (Elementary and Secondary Grades K-12)

M/J Drama Transfer (#0400220) 2015 - 2022 (current)

Course Standards

Name	Description
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0400220

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: M/J DRAMA TRAN
Course Length: Not Applicable

Course Type: Transfer Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Introduction to Drama (#0400300) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.4:	Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
	Create a performance piece to document a significant issue or event.
TH.912.O.3.4:	Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
TH.912.S.1.8:	Clarifications: e.g., cultural, historical, symbolic, interpretive
	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.3:	Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
	Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.8:	Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.910.L.1.1:	<ul style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their

own views and understanding and make new connections in light of the evidence and reasoning presented.

	Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
	Standard Relation to Course: Supporting
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
	Analyze the movement performance of self and others.
PE.912.C.2.3:	Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore various performance, technical, and administrative aspects of theatre. Students learn about basic characterization through physical activity, reading selected theatre literature, reading and writing theatrical reviews, and analysis of such tools as scripts, costuming, and theatrical makeup. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400300

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Abbreviated Title: INTROD DRAMA

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

Theatre 1 (#0400310) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Clarifications: e.g., script-writing, set design, costume design
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

TH.912.S.2.3:	Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus. Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.8:	Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	Standard Relation to Course: Supporting
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.

PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400310	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: THEATRE 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

Theatre 2 (#0400320) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Clarifications: e.g., script-writing, set design, costume design
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext

TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship. Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
TH.912.O.3.2:	Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.3:	Analyze and demonstrate how to use various media to impact theatrical productions. Clarifications: e.g., projections, digital video, sound, animation, intelligent lighting
TH.912.O.3.4:	Create a performance piece to document a significant issue or event. Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances. Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.3:	Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes. Create one or more technical design documents for a theatrical production.
TH.912.S.2.1:	Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another. Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.8:	Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,

MAFS.K12.MP.5.1:	concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400320

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Abbreviated Title: THEATRE 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Theatre 3 Honors (#0400330) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	Apply the components of aesthetics and criticism to a theatrical performance or design. Clarifications: e.g., description, interpretation, judgment, theorizing
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.3:	Analyze different types of stage configurations to determine the effects of each as potential production solutions. Clarifications: e.g., proscenium, thrust, arena, black box
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.

TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
	Compare the conventions of western theatre with eastern theatre practices.
TH.912.O.1.2:	Clarifications: e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.O.2.1:	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
	Deconstruct a play, using an established theory, to understand its dramatic structure.
TH.912.O.2.6:	Clarifications: e.g., Aristotle's Poetics
	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
TH.912.O.2.7:	Clarifications: e.g., audience, writing, space, design
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
TH.912.O.3.2:	Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
	Analyze and demonstrate how to use various media to impact theatrical productions.
TH.912.O.3.3:	Clarifications: e.g., projections, digital video, sound, animation, intelligent lighting
	Create a performance piece to document a significant issue or event.
TH.912.O.3.4:	Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.3:	Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.4:	Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
	Create one or more technical design documents for a theatrical production.
TH.912.S.2.1:	Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.2:	Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.3:	Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
	Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.8:	Clarifications:

	e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.4:	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.5:	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
TH.912.S.3.6:	Compare the Stanislavski Method with other acting methods to support development of a personal method.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
PE.912.C.2.3:	<p>Analyze the movement performance of self and others.</p> <p>Clarifications: Some examples are video analysis and checklist.</p>
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400330	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: THEATRE 3 HON Course Length: Year (Y)
Course Type: Core Academic Course	Course Attributes: • Honors
Course Status: Draft - Course Pending Approval	Course Level: 3
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Theatre 4 Honors (#0400340) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.1:	Devise an original work based on a global issue that explores various solutions to a problem. Clarifications: e.g., global warming, AIDS, food shortage, genocide
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	Apply the components of aesthetics and criticism to a theatrical performance or design. Clarifications: e.g., description, interpretation, judgment, theorizing
TH.912.C.2.2:	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience. Clarifications: e.g., multiple characters, multiple settings, multiple time periods
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.1:	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system. Clarifications: e.g., leadership, financial needs and structure, marketing, personnel matters
TH.912.F.3.2:	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.

TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
	Create scenes that satirize current political or social events.
TH.912.H.2.9:	Clarifications: e.g., improvise, script, perform
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
	Compare the conventions of western theatre with eastern theatre practices.
TH.912.O.1.2:	Clarifications: e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.O.2.1:	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.
TH.912.O.2.3:	Clarifications: e.g., Shakespeare, classical Greek
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
TH.912.O.2.5:	Clarifications: e.g., playwrights, performers, directors, producers, designers
	Deconstruct a play, using an established theory, to understand its dramatic structure.
TH.912.O.2.6:	Clarifications: e.g., Aristotle's Poetics
	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
TH.912.O.2.7:	Clarifications: e.g., audience, writing, space, design
	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
TH.912.O.3.1:	Clarifications: e.g., correct terminology, plots, production meetings, headset etiquette
	Create a performance piece to document a significant issue or event.
TH.912.O.3.4:	Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
TH.912.O.3.7:	Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.3:	Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.4:	Clarifications:

	e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.
TH.912.S.1.7:	Clarifications: e.g., blocking, pacing, mood, concept, style
	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
TH.912.S.1.8:	Clarifications: e.g., cultural, historical, symbolic, interpretive
	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.2:	Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.3:	Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.7:	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
	Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.8:	Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.4:	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.8:	Direct a scene or one-act play.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	Standard Relation to Course: Supporting
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other

mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

MAFS.K12.MP.6.1:

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

MAFS.K12.MP.7.1:

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Standard Relation to Course: Supporting

Analyze the movement performance of self and others.

PE.912.C.2.3:

Clarifications:

Some examples are video analysis and checklist.

PE.912.M.1.5:

Apply strategies for self improvement based on individual strengths and needs.

PE.912.M.1.8:

Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

MU.912.S.3.4:

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time: mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400340

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Drama - Theatre Arts

> **SubSubject:** General >

Abbreviated Title: THEATRE 4 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Drama (Grades 6-12)

English (Grades 6-12)

Speech (Grades 6-12)

Cambridge Pre-AICE Drama IGCSE Level (#0400345) 2014 -

And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/.

GENERAL INFORMATION

Course Number: 0400345

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: PRE-AICE DRAMA IG

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Drama (Grades 6-12)

Cambridge AICE Drama AS Level (#0400346) 2020 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-1/cambridge-secondary-1/curriculum/.

GENERAL INFORMATION

Course Number: 0400346

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: AICE DRAMA AS LEVEL

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

Drama (Grades 6-12)

English (Grades 6-12)

Speech (Grades 6-12)

Cambridge AICE Drama A Level (#0400347) 2020 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-1/cambridge-secondary-1/curriculum/.

GENERAL INFORMATION

Course Number: 0400347

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: AICE DRAMA A LEVEL

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Drama (Grades 6-12)

English (Grades 6-12)

Speech (Grades 6-12)

Theatre History and Literature 1 (#0400350) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.2:	Compare the conventions of western theatre with eastern theatre practices. Clarifications: e.g., puppetry, masks, stage space, symbolism
TH.912.O.2.3:	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period. Clarifications: e.g., Shakespeare, classical Greek
TH.912.O.2.5:	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way. Clarifications: e.g., playwrights, performers, directors, producers, designers
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. Clarifications: e.g., Aristotle's Poetics
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>Standard Relation to Course: Supporting</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>

General Course Information and Notes

VERSION DESCRIPTION

Students' coursework focuses on the origins of western theatre from ancient civilizations through the Renaissance period. Students research and investigate the dramatic forms and practices of the times through the reading and analysis of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400350

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Drama - Theatre Arts

> **SubSubject:** General >

Abbreviated Title: THEA HIST LIT 1

Course Length: Year (Y)

Course Level: 2

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Theatre History and Literature 2 Honors (#0400360) 2015 -

2022 (current)

Course Standards

Name	Description
TH.912.C.1.4:	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <p>Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.8:	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
TH.912.C.3.1:	<p>Explore commonalities between works of theatre and other performance media.</p> <p>Clarifications: e.g., dance, mime, movies, street theatre, poetry reading</p>
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.5:	<p>Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.</p> <p>Clarifications: e.g., script-writing, set design, costume design</p>
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.9:	<p>Create scenes that satirize current political or social events.</p> <p>Clarifications: e.g., improvise, script, perform</p>
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.O.1.2:	<p>Compare the conventions of western theatre with eastern theatre practices.</p> <p>Clarifications: e.g., puppetry, masks, stage space, symbolism</p>
TH.912.O.2.3:	<p>Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.</p> <p>Clarifications: e.g., Shakespeare, classical Greek</p>
TH.912.O.2.5:	<p>Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.</p> <p>Clarifications: e.g., playwrights, performers, directors, producers, designers</p>
TH.912.O.2.6:	<p>Deconstruct a play, using an established theory, to understand its dramatic structure.</p> <p>Clarifications: e.g., Aristotle's Poetics</p>
TH.912.O.2.7:	<p>Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.</p> <p>Clarifications: e.g., audience, writing, space, design</p>
TH.912.O.3.2:	<p>Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.</p> <p>Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p>
TH.912.S.1.4:	<p>Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.</p> <p>Clarifications:</p>

	e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting

General Course Information and Notes

VERSION DESCRIPTION

Students' coursework focuses on the origins of western theatre from the Renaissance period to modern theatre. Students research and investigate the dramatic forms and practices of the times through the reading of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Special Notes:

Instructional Practices

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

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

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0400360

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: THEA HIST LIT 2 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Acting 1 (#0400370) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.1:	Clarifications: e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.4:	Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
	Explain how the social interactions of daily life are manifested in theatre.
TH.912.H.3.5:	Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
	Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.8:	Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	<ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively

- incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Standard Relation to Course: Supporting

LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
PE.912.C.2.3:	Analyze the movement performance of self and others.
	Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400370

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: ACTING 1

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Acting 2 (#0400380) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.9:	Create scenes that satirize current political or social events. Clarifications: e.g., improvise, script, perform
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. Clarifications: e.g., audience, writing, space, design

	Create a performance piece to document a significant issue or event.
TH.912.O.3.4:	Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.5.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later,

MAFS.K12.MP.7.1:	students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400380	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: ACTING 2
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Acting 3 (#0400390) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.

TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
TH.912.O.3.1:	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. Clarifications: e.g., correct terminology, plots, production meetings, headset etiquette
TH.912.O.3.4:	Create a performance piece to document a significant issue or event. Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.5:	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
LAFS.1112.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. Standard Relation to Course: Supporting
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

MAFS.K12.MP.5.1:	<p>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>	
	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>	
MAFS.K12.MP.6.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>	
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>	
PE.912.C.2.3:	<p>Analyze the movement performance of self and others.</p> <table border="1"> <tr> <td> <p>Clarifications: Some examples are video analysis and checklist.</p> </td> </tr> </table>	<p>Clarifications: Some examples are video analysis and checklist.</p>
<p>Clarifications: Some examples are video analysis and checklist.</p>		
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.	
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.	
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.	

General Course Information and Notes

VERSION DESCRIPTION

Students focus on development of significant acting skills and knowledge of the actor's literature, compiling a working actor's portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400390	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: ACTING 3
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Acting 4 Honors (#0400400) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results. Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.
TH.912.C.2.2:	Clarifications: e.g., multiple characters, multiple settings, multiple time periods
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs. Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Clarifications: e.g., script-writing, set design, costume design
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling. Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept,

TH.912.O.1.1:	<p>characterization, and design.</p> <p>Clarifications: e.g., beats, actions, subtext</p>
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.6:	<p>Deconstruct a play, using an established theory, to understand its dramatic structure.</p> <p>Clarifications: e.g., Aristotle's Poetics</p>
TH.912.O.2.8:	<p>Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.</p> <p>Create a performance piece to document a significant issue or event.</p>
TH.912.O.3.4:	<p>Clarifications: e.g., pantomime, improvisation, scene, monologue</p>
TH.912.S.1.3:	<p>Develop criteria that may be applied to the selection and performance of theatrical work.</p> <p>Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
TH.912.S.1.4:	<p>Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.</p> <p>Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	<p>Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.</p> <p>Clarifications: e.g., cultural, historical, symbolic, interpretive</p>
TH.912.S.2.3:	<p>Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.</p> <p>Clarifications: e.g., relationships, wants, needs, motivations</p>
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.6:	Compare the Stanislavski Method with other acting methods to support development of a personal method.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
LAFS.1112.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>Standard Relation to Course: Supporting</p>
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
Use appropriate tools strategically.	
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
Standard Relation to Course: Supporting	
Attend to precision.	
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
Standard Relation to Course: Supporting	
Look for and make use of structure.	
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
Standard Relation to Course: Supporting	
PE.912.C.2.3:	Analyze the movement performance of self and others.
	Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students' "critical eye" becomes more developed and significant mastery of artistic choices becomes evident. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: ACTING 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Course Number: 0400400

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Drama (Grades 6-12)

International Baccalaureate Mid Yrs Program Drama 1 (#0400405) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 0400405	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: IB MYP DRAMA 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

Drama (Grades 6-12)

International Baccalaureate Mid Yrs Program Drama 2 (#0400406) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 0400406

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: IB MYP DRAMA 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Drama (Grades 6-12)

Technical Theatre: Design and Production for Scenery and Props (#0400407) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.3:	Analyze different types of stage configurations to determine the effects of each as potential production solutions. Clarifications: e.g., proscenium, thrust, arena, black box
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.O.3.6:	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. Clarifications: e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. Clarifications:

	e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.2:	Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9:	Research and defend one’s own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	Standard Relation to Course: Supporting
LAFS.910.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.

VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

VERSION DESCRIPTION

Students focus on learning the basic tools and procedures for designing and creating scenery and properties (props) with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400407	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: TECH THE D/P SCEN PR
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Technical Theatre: Design and Production for Costume, Makeup, and Hair (#0400409) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.4:	Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
	Explore commonalities between works of theatre and other performance media.
TH.912.C.3.1:	Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.1:	Clarifications: e.g., scenery, costumes, props
	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
TH.912.F.2.1:	Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.4:	Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
TH.912.S.1.8:	Clarifications: e.g., cultural, historical, symbolic, interpretive
	Create one or more technical design documents for a theatrical production.
TH.912.S.2.1:	Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
TH.912.S.2.2:	Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.910.L.1.1:	<ol style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	Standard Relation to Course: Supporting

LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>Standard Relation to Course: Supporting</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
VA.912.S.3.7:	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
VA.912.S.3.8:	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p>Clarifications: e.g., media: ceramics, glass, wet, dry, digital</p>
VA.912.S.3.12:	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

VERSION DESCRIPTION

Students focus on learning the basic tools and procedures for designing and creating costumes, hair, and makeup with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0400409

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Abbreviated Title: TECH THE D/P CMH

Course Length: Year (Y)

Course Level: 2

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Technical Theatre Design & Production 1 (#0400410) 2015 -

2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.2.3:	Analyze different types of stage configurations to determine the effects of each as potential production solutions. Clarifications: e.g., proscenium, thrust, arena, black box
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.O.3.6:	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. Clarifications: e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
LAFS.910.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LAFS.910.SL.1.1:	<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
VA.912.S.2.6:	<p>Incorporate skills, concepts, and media to create images from ideation to resolution.</p> <p>Clarifications: e.g., structural elements of art, organizational principles of design, breadth</p>
VA.912.S.3.7:	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
VA.912.S.3.8:	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p>Clarifications: e.g., media: ceramics, glass, wet, dry, digital</p>
VA.912.S.3.12:	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.H.3.1:	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p>Clarifications: e.g., acoustics, sound amplification, materials, mechanics</p>
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
SC.912.P.10.15:	Investigate and explain the relationships among current, voltage, resistance, and power.

General Course Information and Notes

VERSION DESCRIPTION

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0400410

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: TECH THEA DES&PROD 1

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Technical Theatre Design & Production 2 (#0400420) 2015 -

2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs. Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions. Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.1:	Clarifications: e.g., scenery, costumes, props
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions. Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.
TH.912.F.3.5:	Clarifications: e.g., script-writing, set design, costume design
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre. Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production. Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions. Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
TH.912.O.3.1:	Clarifications: e.g., correct terminology, plots, production meetings, headset etiquette
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme. Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.

TH.912.O.3.6:	Clarifications: e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Standard Relation to Course: Supporting Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. Clarifications: e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. Clarifications: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. Clarifications: e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. Clarifications: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,

MAFS.K12.MP.5.1:	<p>concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
MU.912.H.3.1:	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: e.g., acoustics, sound amplification, materials, mechanics</p> </div>
PE.912.M.1.5:	<p>Apply strategies for self improvement based on individual strengths and needs.</p>

General Course Information and Notes

VERSION DESCRIPTION

Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400420	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: TECH THEA DES&PROD 2
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Technical Theatre Design & Production 3 (#0400430) 2015 -

2022 (current)

Course Standards

Name	Description
TH.912.C.1.4:	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <p>Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
TH.912.C.3.3:	<p>Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.</p> <p>Synthesize research, analysis, and imagination to create believable characters and settings.</p>
TH.912.F.1.1:	<p>Clarifications: e.g., scenery, costumes, props</p>
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.3.3:	<p>Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.</p> <p>Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.</p>
TH.912.F.3.5:	<p>Clarifications: e.g., script-writing, set design, costume design</p>
TH.912.F.3.6:	<p>Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.</p> <p>Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting</p>
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
TH.912.H.3.1:	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.</p> <p>Clarifications: e.g., time management, interpersonal skills, making priorities</p>
TH.912.H.3.3:	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</p> <p>Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
TH.912.O.1.1:	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Clarifications: e.g., beats, actions, subtext</p>
TH.912.O.1.2:	<p>Compare the conventions of western theatre with eastern theatre practices.</p> <p>Clarifications: e.g., puppetry, masks, stage space, symbolism</p>

TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.5:	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way. Clarifications: e.g., playwrights, performers, directors, producers, designers
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. Clarifications: e.g., audience, writing, space, design
TH.912.O.3.3:	Analyze and demonstrate how to use various media to impact theatrical productions. Clarifications: e.g., projections, digital video, sound, animation, intelligent lighting
TH.912.O.3.6:	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. Clarifications: e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. Standard Relation to Course: Supporting
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
VA.912.S.2.6:	<p>Incorporate skills, concepts, and media to create images from ideation to resolution.</p> <p>Clarifications: e.g., structural elements of art, organizational principles of design, breadth</p>

General Course Information and Notes

VERSION DESCRIPTION

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400430

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Course Path: **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Drama - Theatre Arts

> **SubSubject:** General >

Abbreviated Title: TECH THEA DES&PROD 3

Course Length: Year (Y)

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Technical Theatre Design & Production 4

Honors (#0400440) 2015 - 2022 (current)

Course Standards

Name	Description
	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.4:	Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
	Apply the components of aesthetics and criticism to a theatrical performance or design.
TH.912.C.1.8:	Clarifications: e.g., description, interpretation, judgment, theorizing
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.1:	Clarifications: e.g., scenery, costumes, props
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
TH.912.F.2.1:	Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system.
TH.912.F.3.1:	Clarifications: e.g., leadership, financial needs and structure, marketing, personnel matters
TH.912.F.3.2:	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.

TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions. Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.
TH.912.O.2.3:	Clarifications: e.g., Shakespeare, classical Greek
TH.912.O.2.5:	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way. Clarifications: e.g., playwrights, performers, directors, producers, designers
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. Clarifications: e.g., audience, writing, space, design
TH.912.O.3.6:	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. Clarifications: e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.4:	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. Standard Relation to Course: Supporting
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. Clarifications: e.g., structural elements of art, organizational principles of design, breadth

General Course Information and Notes

VERSION DESCRIPTION

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400440

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: TECH THEA DES&PROD4H

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Theatrical Direction and Stage Management

1 (#0400500) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.4:	Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.3.2:	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
TH.912.F.3.6:	Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
	Explain how the social interactions of daily life are manifested in theatre.
TH.912.H.3.5:	Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
	Deconstruct a play, using an established theory, to understand its dramatic structure.
TH.912.O.2.6:	Clarifications: e.g., Aristotle's Poetics
	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
TH.912.O.3.1:	Clarifications:

	e.g., correct terminology, plots, production meetings, headset etiquette
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.3:	Analyze and demonstrate how to use various media to impact theatrical productions. Clarifications: e.g., projections, digital video, sound, animation, intelligent lighting
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.7:	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions. Clarifications: e.g., blocking, pacing, mood, concept, style
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.7:	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.8:	Direct a scene or one-act play.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently,

express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Look for and make use of structure.

MAFS.K12.MP.7.1:

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

PE.912.M.1.5:

Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

VERSION DESCRIPTION

Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400500

Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: THEA DIR & ST MAN 1

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Theatrical Direction and Stage Management 2

Honors (#0400510) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.4:	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <p>Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	<p>Apply the components of aesthetics and criticism to a theatrical performance or design.</p> <p>Clarifications: e.g., description, interpretation, judgment, theorizing</p>
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.3:	<p>Analyze different types of stage configurations to determine the effects of each as potential production solutions.</p> <p>Clarifications: e.g., proscenium, thrust, arena, black box</p>
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	<p>Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.</p> <p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p>
TH.912.C.2.8:	<p>Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
TH.912.C.3.2:	<p>Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.</p> <p>Synthesize research, analysis, and imagination to create believable characters and settings.</p>
TH.912.F.1.1:	<p>Clarifications: e.g., scenery, costumes, props</p>
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.1:	<p>Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.</p> <p>Clarifications: e.g., body of work, references, résumé, artist statement</p>
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.3.2:	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.5:	<p>Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.</p> <p>Clarifications: e.g., script-writing, set design, costume design</p>
TH.912.F.3.6:	<p>Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.</p> <p>Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting</p>
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
TH.912.H.3.1:	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.</p> <p>Clarifications:</p>

	e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.5:	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way. Clarifications: e.g., playwrights, performers, directors, producers, designers
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. Clarifications: e.g., Aristotle's Poetics
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. Clarifications: e.g., audience, writing, space, design
TH.912.O.3.1:	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. Clarifications: e.g., correct terminology, plots, production meetings, headset etiquette
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.7:	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions. Clarifications: e.g., blocking, pacing, mood, concept, style
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.7:	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.8:	Direct a scene or one-act play.
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions

when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Standard Relation to Course: Supporting

LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Standard Relation to Course: Supporting

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

PE.912.M.1.5: Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

VERSION DESCRIPTION

Students execute the responsibilities of director or stage manager by applying standard theatrical conventions in specialized, practical assignments. Coursework include, but is not limited to, play selection; justification, analysis, and the formation of a directorial concept; assembling a prompt book; assembling a cast, production team, and tech crew; effective team-building ensemble skills and communication practices; and successfully planning and running rehearsals leading toward one or more culminating projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

GENERAL INFORMATION

Course Number: 0400510

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: THEA DIR & ST MAN 2H

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Voice and Diction (#0400540) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs. Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.2.3:	Standard Relation to Course: Supporting Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. Standard Relation to Course: Supporting
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of

LAFS.910.SL.1.1:	alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

VERSION DESCRIPTION

Students assess their own and others' speaking habits and vocal characteristics as the first step in identifying qualities to retain and refine and modifying or eliminating those that may be undesirable in certain settings, such as regional dialects and slang. With this work, students also identify common speech errors and strengthen their comfort level with Standard American English language. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400540

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Abbreviated Title: VOICE & DICTION

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Theatre Improvisation (#0400620) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
	Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.1:	Clarifications: e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.4:	Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
	Create scenes that satirize current political or social events.
TH.912.H.2.9:	Clarifications: e.g., improvise, script, perform
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
	Explain how the social interactions of daily life are manifested in theatre.
TH.912.H.3.5:	Clarifications: e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
	Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.8:	Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	Standard Relation to Course: Supporting
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
	Standard Relation to Course: Supporting
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	Standard Relation to Course: Supporting

LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.5.1:	Standard Relation to Course: Supporting
	Attend to precision.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.6.1:	Standard Relation to Course: Supporting
	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
MAFS.K12.MP.7.1:	Standard Relation to Course: Supporting
	Analyze the movement performance of self and others.
PE.912.C.2.3:	Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills, and think and solve problems quickly and appropriately on the spot, which transfers well to academic, career, and social arenas. Through collaboration and collaborative skills, and performance activities, students engage in improvisation as a stand-alone art form and as an acting methodology. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Course Number: 0400620

Abbreviated Title: THEATRE IMPROV

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Drama (Grades 6-12)

Theatre, Cinema and Film Production (#0400660) 2015 - 2022

(current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs. Explore commonalities between works of theatre and other performance media.
TH.912.C.3.1:	Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy. Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.4:	Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling. Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. Clarifications: e.g., Aristotle's Poetics
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme. Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.
TH.912.O.3.6:	Clarifications: e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances. Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.3:	Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.

LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

In Theatre, Cinema, and Film Production, a one-credit course, students explore the elements of film and cinematic techniques used by those who create movies. Students study the techniques in film that serve the story and articulate the theme. Students also prepare a comparative for theatre, film, and literature. Public performances may serve as a resource for specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or film production beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400660

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Drama - Theatre Arts

> **SubSubject:** General >

Abbreviated Title: THEA CIN & FILM PROD

Course Length: Year (Y)

Course Level: 2

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Musical Theatre 1 (#0400700) 2020 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs. Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.2.8:	Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions. Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.4:	Clarifications: e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production. Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Standard Relation to Course: Supporting

LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>Standard Relation to Course: Supporting</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
MU.912.C.1.1:	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Clarifications: e.g., listening maps, active listening, checklists</p>
MU.912.C.2.1:	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
PE.912.C.2.3:	<p>Analyze the movement performance of self and others.</p> <p>Clarifications: Some examples are video analysis and checklist.</p>
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

VERSION DESCRIPTION

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0400700

Course Path: **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: MUSIC THEATRE 1

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

Music (Elementary and Secondary Grades K-12)

Instrumental Music (Secondary Grades 7-12)

Instrumental Music (Elementary and Secondary Grades K-12)

Dance (Elementary and Secondary Grades K-12)

Musical Theatre 2 (#0400710) 2020 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.9:	Create scenes that satirize current political or social events. Clarifications: e.g., improvise, script, perform
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.2:	Compare the conventions of western theatre with eastern theatre practices. Clarifications: e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values

Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of

TH.912.S.1.4:	the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. Standard Relation to Course: Supporting
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research. Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting

	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	
MU.912.C.2.1:	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.O.3.2:	Interpret and perform expressive elements indicated by the musical score and/or conductor.
MU.912.S.2.2:	Transfer expressive elements and performance techniques from one piece of music to another.
	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
DA.912.C.2.1:	Clarifications: e.g., improvisation, trial and error, collaboration
DA.912.S.1.2:	Generate choreographic ideas through improvisation and physical brainstorming.
	Analyze the movement performance of self and others.
PE.912.C.2.3:	Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400710	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: MUSIC THEATRE 2
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)
Speech (Grades 6-12)
Dance (Elementary and Secondary Grades K-12)
Drama (Grades 6-12)

Musical Theatre 3 (#0400720) 2020 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent. Apply the components of aesthetics and criticism to a theatrical performance or design.
TH.912.C.1.8:	Clarifications: e.g., description, interpretation, judgment, theorizing
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions. Synthesize research, analysis, and imagination to create believable characters and settings.
TH.912.F.1.1:	Clarifications: e.g., scenery, costumes, props
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.1:	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system. Clarifications: e.g., leadership, financial needs and structure, marketing, personnel matters
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Clarifications: e.g., script-writing, set design, costume design
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre. Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument. Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.

TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.5:	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
TH.912.O.2.5:	Clarifications: e.g., playwrights, performers, directors, producers, designers
TH.912.O.3.4:	Create a performance piece to document a significant issue or event.
TH.912.O.3.4:	Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.3:	Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
TH.912.S.1.4:	Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
TH.912.S.1.8:	Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.3:	Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.1:	Standard Relation to Course: Supporting
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.1:	Standard Relation to Course: Supporting
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
MU.912.C.2.1:	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.O.3.2:	Interpret and perform expressive elements indicated by the musical score and/or conductor.
MU.912.S.3.1:	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.C.2.2:	Clarifications: e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.S.3.7:	Move with agility, alone and relative to others, to perform complex dance sequences.
	Analyze the movement performance of self and others.
PE.912.C.2.3:	Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400720

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: MUSIC THEATRE 3

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Course Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Dance (Elementary and Secondary Grades K-12)

Speech (Grades 6-12)

Drama (Grades 6-12)

Music (Elementary and Secondary Grades K-12)

Instrumental Music (Secondary Grades 7-12)

Instrumental Music (Elementary and Secondary Grades K-12)

Pre-Advanced Placement Drama (#0400750) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The course description for this Pre-Advanced Placement (Pre-AP) course is located on the College Board site at pre-ap.collegeboard.org/courses.

GENERAL INFORMATION

Course Number: 0400750

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: PRE-AP DRAMA

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Drama (Grades 6-12)

Speech (Grades 6-12)

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

Florida's Preinternational Baccalaureate Theatre

1 (#0400800) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	Apply the components of aesthetics and criticism to a theatrical performance or design. Clarifications: e.g., description, interpretation, judgment, theorizing
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.2:	Analyze different types of stage configurations to determine the effects of each as potential production solutions. Clarifications: e.g., proscenium, thrust, arena, black box
TH.912.C.2.3:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.4:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.5:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.6:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.7:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.2.8:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.1:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.2:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.C.3.3:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.1.1:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.1.2:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.1.3:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.1:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.2:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.2.3:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.2.5:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.1:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.3:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.H.1.1:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.2:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.3:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.4:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.

TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved. Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Clarifications: e.g., beats, actions, subtext
TH.912.O.1.2:	Compare the conventions of western theatre with eastern theatre practices. Clarifications: e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.O.2.1:	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. Clarifications: e.g., Aristotle's Poetics
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. Clarifications: e.g., audience, writing, space, design
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Clarifications: e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.3:	Analyze and demonstrate how to use various media to impact theatrical productions. Clarifications: e.g., projections, digital video, sound, animation, intelligent lighting
TH.912.O.3.4:	Create a performance piece to document a significant issue or event. Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. Clarifications: e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.

TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.9:	Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.3:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.4:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.5:	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.6:	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
LAFS.1112.RL.1.2:	Compare the Stanislavski Method with other acting methods to support development of a personal method.
LAFS.1112.RL.1.3:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RST.2.4:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.SL.1.1:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.2:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.3:	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.2.4:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.3.1:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.3.7:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated research question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
PE.912.C.2.3:	Analyze the movement performance of self and others.
PE.912.M.1.5:	Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.8:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

GENERAL NOTES

This course is designed to give an overview of theatre arts. Students are introduced to the fundamentals of stage tech, including make-up, costuming, set construction and lighting. Students perform improvisation, monologues, readings and acting scenes. The content includes an introduction to the process of directing, basic vocal techniques, movement, theory, production management and script writing. Students are primarily exposed to pieces in their native language. Students are encouraged to view at least one out-of-class production per nine weeks for critical review.

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

Course Number: 0400800	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Drama - Theatre Arts > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: FL PRE-IB THEATRE 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Attributes:
Grade Level(s): 9,10	<ul style="list-style-type: none"> Honors
Graduation Requirement: Performing/Fine Arts	Course Level: 3

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Florida's Preinternational Baccalaureate Theatre

2 (#0400805) 2015 - 2022 (current)

Course Standards

Name	Description
TH.912.C.1.1:	Devise an original work based on a global issue that explores various solutions to a problem. Clarifications: e.g., global warming, AIDS, food shortage, genocide
TH.912.C.1.2:	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Clarifications: e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	Apply the components of aesthetics and criticism to a theatrical performance or design. Clarifications: e.g., description, interpretation, judgment, theorizing
TH.912.C.2.2:	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience. Clarifications: e.g., multiple characters, multiple settings, multiple time periods
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Clarifications: e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. Clarifications: e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. Clarifications: e.g., scenery, costumes, props
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Clarifications: e.g., body of work, references, résumé, artist statement
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.1:	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system. Clarifications: e.g., leadership, financial needs and structure, marketing, personnel matters
TH.912.F.3.2:	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Clarifications: e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.

TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.7:	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
	Create scenes that satirize current political or social events.
TH.912.H.2.9:	Clarifications: e.g., improvise, script, perform
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.1:	Clarifications: e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.3:	Clarifications: e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.1:	Clarifications: e.g., beats, actions, subtext
	Compare the conventions of western theatre with eastern theatre practices.
TH.912.O.1.2:	Clarifications: e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.O.2.1:	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.
TH.912.O.2.3:	Clarifications: e.g., Shakespeare, classical Greek
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
TH.912.O.2.5:	Clarifications: e.g., playwrights, performers, directors, producers, designers
	Deconstruct a play, using an established theory, to understand its dramatic structure.
TH.912.O.2.6:	Clarifications: e.g., Aristotle's Poetics
	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
TH.912.O.2.7:	Clarifications: e.g., audience, writing, space, design
	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
TH.912.O.3.1:	Clarifications: e.g., correct terminology, plots, production meetings, headset etiquette
	Create a performance piece to document a significant issue or event.
TH.912.O.3.4:	Clarifications: e.g., pantomime, improvisation, scene, monologue
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
TH.912.O.3.7:	Clarifications: e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.3:	Clarifications: e.g., appropriate to available actors, budget, venue, appropriate to community values

TH.912.S.1.4:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Clarifications: e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes. Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.
TH.912.S.1.7:	Clarifications: e.g., blocking, pacing, mood, concept, style
TH.912.S.1.8:	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Clarifications: e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Clarifications: e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Clarifications: e.g., relationships, wants, needs, motivations
TH.912.S.2.5:	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.7:	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. Clarifications: e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.4:	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.8:	Direct a scene or one-act play.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

MAFS.K12.MP.5.1:	might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
PE.912.C.2.3:	Analyze the movement performance of self and others. Clarifications: Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students an opportunity to gain experience and further their knowledge in theatre fundamentals. The content includes instruction in reading and interpretation of dramatic literature; techniques and mechanics of stagecraft, character analysis and portrayal; interpretive and analytical study of plays; theory and scriptwriting; and production of plays and other dramatic presentations. Students encounter international pieces including Japanese theater, theater of the Absurd, satire, as well as current works. All students are required to view at least one out-of-class production per nine weeks for critical review.

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

Course Number: 0400805

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Drama - Theatre Arts
> **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: FL PRE-IB THEATRE 2

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Speech (Grades 6-12)

International Baccalaureate Theatre 1 (#0400810) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 0400810

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: IB THEATRE 1

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Drama (Grades 6-12)

International Baccalaureate Theatre 2 (#0400820) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 0400820

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: IB THEATRE 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Drama (Grades 6-12)

International Baccalaureate Theatre 3 (#0400830) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 0400830

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: IB THEATRE 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Drama (Grades 6-12)

Drama Transfer (#0400990) 2015 - 2022 (current)

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0400990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: DRAMA TRAN

Course Length: Not Applicable

Course Type: Transfer Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Theatre Grade Kindergarten (#5004200) 2020 - 2022 (current)

Course Standards

Name	Description
TH.K.C.1.1:	Create a story about an everyday event involving family members and/or pets using body movements, sounds, and imagination.
TH.K.C.2.1:	Respond to a performance and share personal preferences about parts of the performance.
TH.K.C.3.1:	Recognize that individuals may like different things about a selected story or play.
TH.K.C.3.2:	Share reactions to a live theatre performance. Clarifications: e.g., formal or informal in classroom
TH.K.F.1.1:	Pretend to be an animal by imitating its movements and sounds. Clarifications: e.g., walking, eating, hunting, growling, grunting, roaring
TH.K.F.3.1:	Exhibit age-appropriate dramatic play behaviors. Clarifications: e.g., using imagination, leading and following, following directions
TH.K.H.2.1:	Identify how the elements of place and time can change a story.
TH.K.H.3.1:	Describe feelings related to watching a play. Clarifications: e.g., happy, sad, surprised, scared
TH.K.O.1.1:	Share opinions about a story with classmates.
TH.K.O.2.1:	Draw a picture of a favorite scene from a play. Clarifications: e.g., character, costume, set piece
TH.K.O.3.1:	Compare a story that is read to one that is acted out.
TH.K.S.1.1:	Demonstrate appropriate audience behavior at a live performance. Clarifications: e.g., listen quietly, applaud
TH.K.S.1.2:	Describe play-acting, pretending, and real life.
TH.K.S.1.3:	Describe personal preferences related to a performance.
TH.K.S.2.1:	Pretend to be a character from a given story.
TH.K.S.3.1:	Use imagination to show a person at work, using the body and voice to communicate ideas.
TH.K.S.3.2:	Describe the concept of beginning, middle, and ending in stories using dramatic play.
TH.K.S.3.3:	Demonstrate use of the stage space using dramatic play.
LAFS.K.RL.1.2:	With prompting and support, retell familiar stories, including key details.
LAFS.K.RL.4.10:	Actively engage in group reading activities with purpose and understanding.
LAFS.K.SL.1.1:	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. Standard Relation to Course: Supporting
LAFS.K.SL.1.2:	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting

	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
MAFS.K12.MP.7.1:	
	<p>Standard Relation to Course: Supporting</p>
MU.K.C.1.4:	Identify singing, speaking, and whispering voices.
MU.K.C.2.1:	Identify similarities and/or differences in a performance.
MU.K.S.1.1:	<p>Improvise a response to a musical question sung or played by someone else.</p> <p>Clarifications: e.g., melodic, rhythmic</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p>Recognize the consequences of not following rules/practices when making healthy and safe decisions.</p>
HE.K.B.5.3:	<p>Clarifications: Injury to self and/or others.</p>
PE.K.R.6.3:	Identify the benefits of continuing to participate when not successful on the first try.

General Course Information and Notes

VERSION DESCRIPTION

Kindergarten students in theatre class explore their world through use of imagination and creative dramatics. In a very non-threatening setting, students role-play and re-tell stories based on class experiences with high-quality children's literature, while learning the fundamentals of structured storytelling in terms of sequenced events and a sense of beginning, middle, and end. Kindergarten students develop language skills together and extend their vocabulary significantly as they explore characterization. As children begin to gain more command over their intellectual and physical abilities, they explore their senses, the five Ws (who, what, when, where, and why) and other concepts through pantomime, using physicalization as a means of expression, and learn to distinguish between "real" and "pretend." During dramatic play, Kindergarteners also develop life skills that help them function in and as a group, such as listening while others speak, responding, taking turns, and problem-solving.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 5004200

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: THEATRE GRADE K

Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): K

Educator Certifications

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Theatre Grade 1 (#5004210) 2020 - 2022 (current)

Course Standards

Name	Description
TH.1.C.1.1:	Create a story and act it out, using a picture of people, animals, or objects as the inspiration.
TH.1.C.1.2:	Draw a picture from a favorite story and share with the class why the scene was important to the story.
TH.1.C.2.1:	Discuss what worked well and what didn't work well after acting out a story.
TH.1.C.2.2:	Identify elements of an effective performance.
TH.1.C.3.1:	Share opinions about selected plays. Pretend to be an animal or person living in an imagined place.
TH.1.F.1.1:	Clarifications: e.g., farm, zoo, jungle, house, circus, city, moon
TH.1.F.3.1:	Describe and discuss how to work together as actors.
TH.1.H.1.1:	Identify characters in stories from various cultures. Describe how people respond to special events in the community.
TH.1.H.1.2:	Clarifications: e.g., sporting event, graduation, surprise party, wedding
TH.1.H.2.1:	Re-tell a story, demonstrating respect, from a culture other than one's own. Identify similarities between plays and stories.
TH.1.H.3.1:	Clarifications: e.g., characters, settings, costumes
TH.1.O.1.1:	Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.
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.1.S.1.1:	Exhibit appropriate audience etiquette and response.
TH.1.S.1.2:	Demonstrate the differences between play-acting, pretending, and real life.
TH.1.S.1.3:	Explain personal preferences related to a performance.
TH.1.S.2.1:	Collaborate with others to present scenes from familiar stories. Use simple acting techniques to portray a person, place, action, or thing.
TH.1.S.3.1:	Clarifications: e.g., pantomime, voice
TH.1.S.3.2:	Describe characters and plot development discovered during dramatic play.
TH.1.S.3.3:	Distinguish stage space from audience space to show understanding of the physical relationship between audience and actor in performance.
LAFS.1.RI.2.4:	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LAFS.1.RL.1.2:	Retell stories, including key details, and demonstrate understanding of their central message or lesson. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
LAFS.1.SL.1.1:	Standard Relation to Course: Supporting
LAFS.1.SL.1.2:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.SL.1.3:	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LAFS.1.W.1.3:	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
MAFS.K12.MP.5.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting

	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
	Explore how body parts move by using imitation and imagery.
DA.1.S.1.2:	Clarifications: e.g., elbow circles: turn a crank; flex/point: gas peddle
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	Explain the consequences of not following rules/practices when making healthy and safe decisions.
HE.1.B.5.3:	Clarifications: Tooth decay and environmental damage.
PE.1.R.6.3:	Identify the benefits of learning new movement skills.
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.

General Course Information and Notes

VERSION DESCRIPTION

First-grade students in theatre class explore their expanding world through use of imagination and creative dramatics. In a very non-threatening setting, students role-play and re-tell stories based on class experiences with high-quality children's literature, while learning about structured storytelling in terms of plot, sequenced events, and a sense of beginning, middle, and end. First graders develop language skills together and extend their vocabulary significantly as they share opinions and aesthetic responses, discuss rudimentary character development and complete open-ended stories as a means of strengthening and celebrating their creativity and learning to solve challenges. As children continue to gain command over their intellectual and physical abilities and explore their senses and the five Ws (who, what, when, where, and why), they advance their literacy skills, particularly fluency, by reading and rehearsing their own lines and stories. Students use simple acting techniques to portray a person, place, action, or thing and pantomime becomes more detailed. During dramatic play, first graders also develop life skills that help them function in and as a group, such as listening while others speak, responding, taking turns, and problem-solving.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 5004210

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades PreK to 5 Education
 Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: THEATRE GRADE 1
Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 1

Educator Certifications

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Primary Education (K-3)

Drama (Grades 6-12)

Theatre Grade 2 (#5004220) 2020 - 2022 (current)

Course Standards

Name	Description
TH.2.C.1.1:	Describe a character in a story and tell why the character is important to the story.
TH.2.C.1.2:	Respond to a play by drawing and/or writing about a favorite aspect of it.
TH.2.C.2.1:	Discuss the purpose of a critique.
TH.2.C.2.2:	Describe how an actor in a play, musical, or film creates a character.
TH.2.C.3.1:	Identify important characteristics to discuss when sharing opinions about theatre.
TH.2.F.1.1:	Create and sustain a character inspired by a class reading or activity.
TH.2.F.2.1:	Identify the jobs people can have in a theater. Clarifications: e.g., actor, director, playwright, technician
TH.2.F.3.1:	Identify what was successful about a collaborative theatre activity. Clarifications: e.g., take turns, share, be a good listener
TH.2.H.1.1:	Read and dramatize stories with similar themes to show developing knowledge of, and respect for, cultural differences.
TH.2.H.1.2:	Explain how to respond as an audience member in a different way, depending on the style of performance.
TH.2.H.2.1:	Identify universal characters in stories from different cultures.
TH.2.H.3.1:	Create dialogue for characters from a story.
TH.2.O.1.1:	Compare the differences between reading a story and seeing it as a play.
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.2.O.3.1:	Identify theatrical elements and vocabulary found in everyday life. Clarifications: e.g., listening, watching, costumes
TH.2.S.1.1:	Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
TH.2.S.1.2:	Compare, explain, and exhibit the differences between play-acting, pretending, and real life.
TH.2.S.1.3:	Explain, using specific examples, why some individuals may or may not like a particular performance.
TH.2.S.2.1:	Collaborate with others to perform a scene and solve challenges.
TH.2.S.3.1:	Create imagined characters, relationships, and environments using basic acting skills. Clarifications: e.g., sensory recall, concentration, pantomime, vocal improvisation
TH.2.S.3.2:	Communicate with others the concept of dramatic conflict and resolution in stories using dramatic play.
TH.2.S.3.3:	Create the stage space to communicate character and action in specific locales.
LAFS.2.RL.2.6:	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LAFS.2.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. Standard Relation to Course: Supporting
LAFS.2.SL.1.2:	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS.2.SL.1.3:	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LAFS.2.W.1.3:	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
DA.2.F.3.1:	Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings.
DA.2.O.3.1:	Use movement to interpret feelings, stories, pictures, and songs.
DA.2.S.2.1:	Demonstrate focus and concentration while listening to instructions and observing others' movement. Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting Attend to precision.

MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the $9x$ as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
PE.2.C.2.2:	Identify safety rules and procedures for selected physical activities.
	Clarifications: An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
PE.2.R.6.2:	Discuss the relationship between skill competence and enjoyment.
PE.2.R.6.3:	Identify ways to contribute as a member of a cooperative group.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.2.B.5.3:	Compare the consequences of not following rules/practices when making healthy and safe decisions.
	Clarifications: Negative emotions, accidents, injuries, and pollution.

General Course Information and Notes

VERSION DESCRIPTION

Second-grade theatre students explore their expanding world through use of imagination and creative dramatics. In a non-threatening setting, students gain confidence and proficiency as they role-play and re-tell stories based on an expanding body of high-quality children's literature from a variety of times and cultures, including fables. As they strengthen their knowledge of structured storytelling and plot, students learn to retain sequential information and transfer that ability to other settings and content areas. Students' life experiences inform and enrich their ability to explore characters and motivation, and the ability to discern nuance in dramatic play strengthens their ability to do so in print and oral language, as well. Second graders continue to increase their vocabulary through group discussions, writing original lines and simple scripts, and describing their own perceptions of stories and theatre. As students' cognitive and literacy skills advance, particularly in the areas of vocabulary acquisition and fluency, they portray a person, place, action, or thing with increasing detail and nuance and begin to differentiate theatre from other art forms. As students play, move, and create together, they develop the foundation for important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 5004220

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: THEATRE GRADE 2

Course Length: Year (Y)

Course Status: Course Approved

Educator Certifications

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Primary Education (K-3)

Drama (Grades 6-12)

Theatre Intermediate 1 (#5004230) 2020 - 2022 (current)

Course Standards

Name	Description
TH.3.C.1.1:	Create an imaginative costume piece or prop out of everyday items found around the classroom or at home and use it as the basis to tell an original story.
TH.3.C.1.2:	Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.
TH.3.C.2.1:	Revise a formal or informal performance after receiving a critique.
TH.3.C.2.2:	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
TH.3.C.3.1:	Discuss the techniques that help create an effective theatre work.
TH.3.F.1.1:	Create and/or collect appropriate props and costumes and use them to help tell a story.
TH.3.F.1.2:	Arrange classroom furniture to create an environment for a story.
TH.3.F.2.1:	Identify non-theatre professions that require the same skills as are used in theatre.
TH.3.F.3.1:	Participate in a collaborative project to create a theatrical performance and reflect on the experience.
TH.3.H.1.1:	Understand how cultural differences are expressed through character, environment, and theme.
TH.3.H.1.2:	Interview an adult and create a story from his or her life using any theatrical form.
TH.3.H.2.1:	Identify geographical or cultural origins of stories.
TH.3.H.2.2:	Create and tell a story, fable, or tale.
TH.3.H.3.1:	Identify interpersonal skills that are learned through participation in a play.
TH.3.H.3.2:	Discuss differences between stories that are presented in different modes or time periods.
TH.3.H.3.3:	Plan and perform a simple performance based on a theme from another content area.
TH.3.O.1.1:	Describe how an actor creates a character.
TH.3.O.1.2:	Discuss why costumes and makeup are used in a play.
TH.3.O.2.1:	Describe what happened in a play, using age-appropriate theatre terminology.
TH.3.O.2.2:	Collaborate to create a collage to show the emotion(s) of a particular story or play.
TH.3.O.3.1:	Compare the characteristics of theatre to television and movies.
TH.3.S.1.1:	Demonstrate effective audience etiquette and constructive criticism for a live performance.
TH.3.S.1.2:	Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.
TH.3.S.1.3:	Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
TH.3.S.2.1:	Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production.
TH.3.S.3.1:	Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.
TH.3.S.3.2:	Use information gained from research to shape the creation of a character.
TH.3.S.3.3:	Describe elements of dramatic performance that produce an emotional response in oneself or an audience.
TH.3.S.3.4:	Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions.
DA.3.F.3.1:	Be on time and prepared for classes, and work successfully in small- and large-group cooperative settings, following directions given by the teacher or peers.
DA.3.S.1.1:	Create movement to express feelings, images, and stories.
DA.3.S.1.2:	Respond to improvisation prompts, as an individual or in a group, to explore new ways to move.
DA.3.S.1.3:	Explore positive and negative space to increase kinesthetic awareness.
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. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

	Standard Relation to Course: Supporting
LAFS.3.SL.1.2:	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.SL.1.3:	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LAFS.3.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
	Standard Relation to Course: Supporting
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	Understand the importance of safety rules and procedures in all physical activities.
PE.3.C.2.2:	Clarifications: An example of a safety procedure is wearing a helmet when riding a bicycle.

General Course Information and Notes

VERSION DESCRIPTION

Third-grade* theatre students strengthen their knowledge of such theatre skills and concepts as storytelling, plot, pantomime, and awareness of the audience-performer relationship through imagination and creative dramatics. High-quality children's literature, including prose and poetry, continues to provide a strong foundation for development of their theatrical, literacy, and life skills as students begin to learn about history, culture, and the technical elements used to create theatre. Readers' Theatre may be introduced at this level, contributing to students' vocabulary acquisition and reading fluency, and both vocal and physical techniques are instituted as prerequisites for character analysis. Students add to their vocabulary through readings, group discussions, and development of simple scripts. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

* Intermediate Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Theatre 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Theatre 2 in the following year.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 5004230

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades PreK to 5 Education
 Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: THEATRE-INTERM 1
Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 3,4,5

Educator Certifications

Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Primary Education (K-3)
Drama (Grades 6-12)

Theatre Intermediate 2 (#5004240) 2020 - 2022 (current)

Course Standards

Name	Description
TH.4.C.1.1:	Devise a story about an age-appropriate issue and explore different endings. Clarifications: e.g., strangers, healthy eating habits, bullying
TH.4.C.1.2:	Describe choices made to create an original pantomime based on a fable, folk tale, or fairy tale.
TH.4.C.2.1:	Provide a verbal critique to help strengthen a peer's performance.
TH.4.C.2.2:	Reflect on the strengths and needs of one's own performance.
TH.4.C.2.3:	Describe the choices perceived in a peer's performance or design.
TH.4.C.3.1:	Identify the characteristics of an effective acting performance. Clarifications: e.g., Can I be seen? Can I be heard? Can I be understood?
TH.4.C.3.2:	Create an original scene or monologue based on a historical event or person.
TH.4.C.3.3:	Define the elements of a selected scene that create an effective presentation of an event or person.
TH.4.F.1.1:	Create a character based on a historical figure and respond to questions, posed by the audience, about that character.
TH.4.F.1.2:	Create sound and lighting effects to suggest the mood of a story.
TH.4.F.2.1:	Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events. Clarifications: e.g., concert, dance performance, gallery opening, sports event, public speaker
TH.4.F.3.1:	Identify the leadership qualities of directors, actors, and/or technicians. Clarifications: e.g., punctuality, preparedness, dependability, self-discipline, problem-solving
TH.4.H.1.1:	Re-create a famous character from Florida history.
TH.4.H.1.2:	Define how a character might react to a new set of circumstances in a given story.
TH.4.H.1.3:	Identify playwrights whose lives or careers have a connection with Florida. Clarifications: e.g., Tennessee Williams, Nilo Cruz, Bruce Rodgers
TH.4.H.2.1:	Discover how the same idea or theme is treated in a variety of cultural and historic periods.
TH.4.H.2.2:	Re-tell stories, fables, and/or tales from cultures that settled in Florida.
TH.4.H.3.1:	Describe how individuals learn about themselves and others through theatre experiences.
TH.4.H.3.2:	Compare a historical play with actual historical events.
TH.4.H.3.3:	Create an original story after listening to music or viewing a work of art.
TH.4.O.1.1:	Describe what a designer and director do to support the actor in creating a performance.
TH.4.O.1.2:	Identify common audience conventions used when viewing a play. Clarifications: e.g., curtain open/close, blackout, lights dimming, blinking lights, bell ringing
TH.4.O.2.1:	Write a summary of dramatic events after reading or watching a play.
TH.4.O.2.2:	Create a mask to show a comic or tragic character.
TH.4.O.3.1:	Explain how theatre and its conventions are used to communicate ideas.
TH.4.O.3.2:	Explore how theatre is used to understand different cultures.
TH.4.S.1.1:	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
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.1.3:	Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
TH.4.S.2.1:	Collaborate with others to share responsibilities for a production.
TH.4.S.3.1:	Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story. Clarifications: e.g., breath control, diction, concentration, control of isolated body parts
TH.4.S.3.2:	Use information gained from research to shape acting choices in a simple, historically based scene. Clarifications: e.g., print and non-print sources
TH.4.S.3.3:	Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
TH.4.S.3.4:	Manipulate the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create different environments for a classroom piece.
LAFS.4.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LAFS.4.RL.1.3:	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about

	the topic to explore ideas under discussion.
LAFS.4.SL.1.1:	<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Standard Relation to Course: Supporting</p>
LAFS.4.SL.1.2:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.1.3:	Identify the reasons and evidence a speaker provides to support particular points.
LAFS.4.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Standard Relation to Course: Supporting</p>
DA.4.F.3.1:	Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.
DA.4.O.3.1:	Express ideas through movements, steps, and gestures.
DA.4.S.2.1:	Display attention, cooperation, and focus during class and performance.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	<p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
	Attend to precision.
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
	Look for and make use of structure.
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.4.C.2.2:	<p>Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.</p> <p>Clarifications: An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.</p>
SS.4.A.9.1:	Utilize timelines to sequence key events in Florida history.

General Course Information and Notes

VERSION DESCRIPTION

Fourth-grade* theatre students strengthen their knowledge of theatre skills and concepts through imagination, creative dramatics, and writing their own monologues and short scenes. Also new to theatre at this level are basic stage techniques, ensemble techniques, and the early development of directorial skills through the collaborative process. High-quality children's literature continues to provide a strong foundation for development of students' theatrical, literacy, and life skills as students are more formally introduced to production (e.g., lighting, sound, stage management, costuming) and management (e.g., box office, publicity, audience engineering) areas of the physical theater. Improvisational exercises are used to create a sense of harmony and teamwork in the classroom and use of detailed pantomime is accelerated. Students also begin to support characterization through research, rather than imagination alone. The basic elements of acting technique are strengthened through the use of theatre exercises, light scene work, and new theatre vocabulary. The students explore theatre connections to geography, history, and a variety of cultures, particularly as they study, explore, and re-enact historical scenes from Florida history. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

* Intermediate Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Elementary Theatre 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Elementary Theatre 2 in the following year.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 5004240

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Drama - Theatre Arts >

SubSubject: General >

Abbreviated Title: THEATRE-INTERM 2

Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 3,4,5

Educator Certifications

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Drama (Grades 6-12)

Theatre Intermediate 3 (#5004250) 2020 - 2022 (current)

Course Standards

Name	Description
TH.5.C.1.1:	Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings. Clarifications: e.g., bullying, name-calling, cheating
TH.5.C.1.2:	Create an original pantomime using instrumental music created or found to set the mood.
TH.5.C.2.1:	Change and strengthen one's own performance based on coaching from a director.
TH.5.C.2.2:	Write a self-critique of a performance.
TH.5.C.2.3:	Defend an artistic choice for a theatrical work.
TH.5.C.2.4:	Identify correct vocabulary used in a formal theatre critique.
TH.5.C.3.1:	Discuss alternate performance possibilities of the same character in the same play.
TH.5.C.3.2:	Use a photograph, sculpture, or two-dimensional work of art to inspire creation of an original scene or monologue.
TH.5.C.3.3:	Define the visual elements that must be conveyed dramatically to make a scene effective.
TH.5.F.1.1:	Create a character based on a literary figure and respond to questions, posed by the audience, using information inferred in the story.
TH.5.F.1.2:	Create a new ending for a familiar story.
TH.5.F.1.3:	Take creative risks through improvisation, using sensory skills to explore characters' feelings and environments. Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood. Clarifications: e.g., area restaurants, printers, musicians, fabric stores, paint and hardware suppliers, parking attendants
TH.5.F.3.1:	Examine and discuss the characteristics displayed by directors, actors, and technicians that can be applied to jobs outside the theatre classroom. Clarifications: e.g., dedication, working toward mastery, punctuality, preparedness, dependability, self-discipline, problem-solving
TH.5.H.1.1:	Research and describe the context in which a specified playwright wrote a particular dramatic work.
TH.5.H.1.2:	Participate in a performance to explore and celebrate a variety of human experiences.
TH.5.H.2.1:	Recognize theatre works as a reflection of societal beliefs and values. Identify types of early American theatre. Clarifications: e.g., melodrama, musical theatre
TH.5.H.3.1:	Identify symbolism in a play that is found in other art forms. Clarifications: e.g., red/anger or high energy, symmetry/order, asymmetry/energy or conflict
TH.5.H.3.2:	Compare theatre to other modes of communication. Clarifications: e.g., film, television, concerts, literature, visual art
TH.5.H.3.3:	Demonstrate how the use of movement and sound enhance the telling of a story. Act out a character learned about in another content area.
TH.5.H.3.4:	Clarifications: e.g., science, history, literature, physical education, health
TH.5.O.1.1:	Explain an actor's choices in the creation of a character for a scene or play.
TH.5.O.1.2:	Research types of props that might be found in a play.
TH.5.O.1.3:	Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
TH.5.O.2.1:	Create a story board of the major events in a play.
TH.5.O.2.2:	Make a list of types of props that might be found in a play.
TH.5.O.2.3:	Predict the ending of a play or performance.
TH.5.O.2.4:	Collaborate with others to develop and refine original scripts, and justify writing choices.
TH.5.O.3.1:	Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.
TH.5.O.3.2:	Explore how theatre can communicate universal truths across the boundaries of culture and language.
TH.5.S.1.1:	Describe the difference in responsibilities between being an audience member at live or recorded performances.
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.1.3:	Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
TH.5.S.2.1:	Collaborate with others to create productions and solve challenges. Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations. Clarifications: e.g., breath control, diction, concentration, control of isolated body parts
TH.5.S.3.2:	Use information gained from research to shape acting choices in the re-telling of a favorite scene from a well-known literary piece. Clarifications: e.g., print and non-print sources

TH.5.S.3.3:	Use elements of dramatic and technical performance designed to produce an emotional response in an audience.
TH.5.S.3.4:	Manipulate, based on research, the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create an environment.
LAFS.5.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
	Standard Relation to Course: Supporting
LAFS.5.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
	Standard Relation to Course: Supporting
LAFS.5.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	Standard Relation to Course: Supporting
LAFS.5.SL.1.2:	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3:	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LAFS.5.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
	Standard Relation to Course: Supporting
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
DA.5.O.3.1:	Practice movements, steps, pantomime, and gestures as a means of communicating ideas or intent without using words.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.5.F.2.2:	Explain why live performances are important to the career of the artist and the success of performance venues.

General Course Information and Notes

VERSION DESCRIPTION

Fifth-grade* theatre students expand their previously acquired knowledge of theatre skills and concepts through imagination, creative dramatics, writing their own monologues and short scenes, and research with a focus on improving individual performance and acting choices. Students explore theme development, play analysis, and the playwrights' intent to guide acting choices, along with the craft of directing at a more advanced level. High-quality children's literature continues to provide a strong foundation for development of students' theatrical, literacy, and life skills as students investigate and complete practical assignments in technical theatre and theatre management for staged productions. The use of improvisation is accelerated, shaping and molding their ability to think quickly and fostering a higher sense of autonomy. Students use research and their acquired theatre knowledge to analyze and develop a character from a play or a story of their choosing to present a monologue as that character. Students learn more intricate detailed of dramatic structure through play analysis and character analysis. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

* Intermediate Elementary Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Elementary Theatre 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Elementary Theatre 2 in the following year.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 5004250

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Drama - Theatre Arts >
SubSubject: General >
Abbreviated Title: THEATRE-INTERM 3
Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 3,4,5

Educator Certifications

Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Drama (Grades 6-12)

Driver Education/Traffic Safety-Classroom (#1900300) 2015

- 2022 (current)

Course Standards

Name	Description
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Major concepts/content

The purpose of this classroom course is to introduce students to the highway transportation system and to teach strategies that will develop driving knowledge related to today's and tomorrow's motorized society. It will also provide an in-depth study of the scope and nature of accident problems and their solutions. The content should include, but not be limited to, the following:

- vehicle control and traffic procedures
- defensive driving strategies
- pertinent laws and their application to driving
- energy efficient and safe enjoyable vehicle ownership
- physical and mental factors
- legal and moral obligations
- knowledge of motorcycle operations and interactions in the system
- planning for safe travel to include map studies
- effects of alcohol and other drugs on driving performance

GENERAL NOTES

Classroom instruction only.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

VERSION REQUIREMENTS

After successfully completing this course, the student will:

- Describe basic aspects of the Highway Transportation System (HTS)--its purpose, major elements, effectiveness, and the roles played by man in the system.
- Describe basic vehicle control, including exterior and interior promotion checks, control of motion and direction, and basic maneuvers.
- Describe and interpret signs, signals, and pavement markings.
- Describe the need for identifying potential hazards in traffic, making predictions about possible occurrences, making wise decisions for action based on minimum risk, and describe appropriate execution of these decisions (I.P.D.E.).
- Describe the management of space requirements in all driving situations.
- Describe the skills required to effectively control and take proper actions in emergency situations to avoid a collision or minimize the impact if unavoidable.
- Describe needed measures for correcting or minimizing the effects of temporary or permanent physical defects or limitations.
- Describe the legal and moral responsibilities at the scene of highway collisions.
- Describe the effects of attitudes and emotions on driving decisions.
- Describe the effect of alcohol and other drugs on driving.
- Describe the importance of vehicle maintenance for safe and efficient operation.
- Describe the requirements for compliance with the laws that apply to drivers as well as owners of motor vehicles.
- Describe the principles and practices related to trip planning.
- Describe the operation and interaction of motor driven cycles in the Highway Transportation System.
- Describe specific decisions to be made when interacting with other users of the Highway Transportation System other than the automobile.
- Describe the value and use of occupant vehicle restraints and other built-in safety features and devices.

- Describe the need for actively supporting traffic law enforcement agencies and assisting in the improvement of highway safety programs.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus Driver Education Endorsement.

GENERAL INFORMATION

Course Number: 1900300

Number of Credits: Half credit (.5)

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Driver Education and

Traffic Safety > **SubSubject:** General >

Abbreviated Title: DRIVER ED CLASS

Course Length: Semester (S)

Course Level: 2

Driver Education/Traffic Safety-Classroom and Laboratory (#1900310) 2015 - 2022 (current)

Course Standards

Name	Description
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Major concepts/content

The purpose of this course is to introduce students to the highway transportation system and to strategies that will develop driving knowledge and skills related to today's and tomorrow's motorized society. It will also provide an in-depth study of the scope and nature of accident problems and their solutions. The content should include, but not be limited to, the following:

- vehicle control and traffic procedure
- defensive driving strategies
- pertinent laws and their application to driving
- energy efficient and safe enjoyable vehicle ownership
- physical and mental factors
- legal and moral obligations
- knowledge of motorcycle operations and interactions in the system
- planning for safe travel to include map studies
- the effects of alcohol and other drugs on driving performance

GENERAL NOTES

Special note:

This course includes laboratory activities.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

VERSION REQUIREMENTS

After successfully completing this course, the student will:

- Describe basic aspects of the Highway Transportation System (HTS)--its purpose, major elements, effectiveness, and the roles played by man in the system.
- Describe and demonstrate basic control of the vehicle, including exterior and interior promotion checks, control of motion and direction, and basic maneuvers.
- Describe, interpret, and react properly to signs, signals, and pavement markings.
- Describe the need for identifying potential hazards in traffic, making predictions about possible occurrences, making wise decisions for action based on minimum risk, and demonstrate appropriate executions of these decisions (I.P.D.E.).
- Describe and demonstrate the management of space requirements in all driving situations.
- Describe and demonstrate the skills required to effectively control and take proper actions in emergency situations to avoid a collision or minimize the impact if unavoidable.
- Describe needed measures for correcting or minimizing the effects of temporary or permanent physical defects or limitations.
- Describe the legal and moral responsibilities at the scene of highway collisions.
- Describe the effects of attitudes and emotions on driving decisions.
- Describe the effects of alcohol and other drugs on driving.
- Describe the importance of vehicle maintenance for safe and efficient operation.
- Describe the requirements for compliance with the laws that apply to drivers as well as owners of motor vehicles.
- Describe the principles and practices related to trip planning.
- Describe the operation and interaction of motor driven cycles in the Highway Transportation System.
- Describe and demonstrate specific decisions to be made when interacting with other users of the Highway Transportation System other than the automobile.
- Describe the value and demonstrate the use of occupant vehicle restraints and other built-in safety features and devices.

- Describe the need for actively supporting traffic law enforcement agencies and assisting in the improvement of highway safety programs.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus Driver Education Endorsement.

GENERAL INFORMATION

Course Number: 1900310

Number of Credits: Half credit (.5)

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Driver Education and

Traffic Safety > **SubSubject:** General >

Abbreviated Title: DRIVER ED CLASS/LAB

Course Length: Semester (S)

Course Level: 2

M/J Intensive Language Arts (MC) (#1000000) 2018 - And Beyond

(current)

Course Standards

Standard Notes:

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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

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

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

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

Name	Description
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LAFS.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.
LAFS.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style Maintain consistency in style and tone.
LAFS.6.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RI.1.3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LAFS.6.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LAFS.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

LAFS.6.RI.2.6:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LAFS.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.1.3:	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LAFS.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LAFS.6.RL.2.6:	Explain how an author develops the point of view of the narrator or speaker in a text.
LAFS.6.RL.3.7:	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
LAFS.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LAFS.6.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LAFS.6.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
LAFS.6.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
LAFS.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.6.W.3.9:	<ul style="list-style-type: none"> a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
LAFS.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.7.L.1.1:	<ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LAFS.7.L.1.2:	<ul style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly.
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LAFS.7.L.2.3:	<ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
LAFS.7.L.3.4:	<ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LAFS.7.L.3.5:	<ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
LAFS.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LAFS.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LAFS.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LAFS.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LAFS.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LAFS.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.2.6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LAFS.7.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

	<ul style="list-style-type: none"> c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.7.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.7.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.7.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LAFS.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
LAFS.7.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.8.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
LAFS.8.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
LAFS.8.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a

	word or phrase.
LAFS.8.L.3.4:	<ul style="list-style-type: none"> b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.8.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LAFS.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LAFS.8.RI.2.6:	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LAFS.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LAFS.8.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.8.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis

	of relevant content.
LAFS.8.W.1.2:	<p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
LAFS.8.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>
LAFS.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing with increasingly complex text and is decreased as the reading and writing abilities of students improve over time.

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs. The courses should not be used in place of grade level English/Language Arts courses and are intended to provide intervention for students who have reading deficiencies.

GENERAL NOTES

The course includes, but is not limited to, the following:

- determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas;
- interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone;
- analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole;
- integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words;

- delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence;
- analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take;
- writing in response to reading, emulating authors' structures, word choices, styles, etc.

Additional Notes: Students entering the upper grades, who are not reading and writing on grade level, have a variety of intervention needs. No single program or strategy can be successful in remediating the needs of all students. The intervention course should require that students increase the amount and complexity of text they read and write independently throughout the school year to ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers.

The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

Special Notes:

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

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

Achievement on standardized tests assessing reading and writing skills is a reflection of students' confidence and competence in reading. Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance.

In those instances when this course is repeated, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.

GENERAL INFORMATION

Course Number: 1000000

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** English/Language Arts >
SubSubject: Remedial >
Abbreviated Title: M/J INTENS LANG ARTS
Course Length: Multiple (M) - Course length can vary
Course Attributes:

- Class Size Core Required

Course Level: 1

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Elementary Education (Grades K-6)

M/J Intensive Reading (MC) (#1000010) 2015 - 2021 (current)

Course Standards

General Notes: The CCR anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.

Standards Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understanding mastered in preceding grades.

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

Name	Description
LAFS.6.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RI.1.3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LAFS.6.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LAFS.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LAFS.6.RI.2.6:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LAFS.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.1.3:	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LAFS.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LAFS.6.RL.2.6:	Explain how an author develops the point of view of the narrator or speaker in a text.
LAFS.6.RL.3.7:	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
LAFS.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LAFS.6.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LAFS.6.SL.1.1:	<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>
LAFS.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.7.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
LAFS.7.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>
LAFS.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LAFS.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LAFS.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LAFS.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LAFS.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LAFS.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.2.6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LAFS.7.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>

LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
LAFS.7.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.8.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LAFS.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LAFS.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LAFS.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
LAFS.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge and demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of the students improve over time.

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. The courses should not be used in place of grade level English language arts courses and are intended to provide intervention for students who have reading deficiencies.

GENERAL NOTES

The course includes, but is not limited to, the following:

- determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas;
- interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone;
- analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole;
- integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words;
- delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence;
- analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take;
- writing in response to reading, emulating authors' structures, word choices, styles, etc.

Additional Notes: Students entering the upper grades who are not reading and writing on grade level have a variety of intervention needs. No single program or strategy can be successful in remediating the needs of all students. The intervention course should require that students increase the amount and complexity of text they read and write independently throughout the school year to ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers. The following practices should be incorporated into the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

Instructional Practices:

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

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

Achievement on standardized tests assessing reading skills is a reflection of students' confidence and competence in reading. Therefore, instruction

throughout the school year should ensure students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance.

In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

Additional Instructional Resources:

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QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.

GENERAL INFORMATION

Course Number: 1000010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: Remedial >

Abbreviated Title: M/J INTENS READ (MC)

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Reading (Elementary and Secondary Grades K-12)

Middle Grades English (Middle Grades 5-9) Plus Reading Endorsement

M/J Intensive Reading 2 (#1000012) 2021 - And Beyond (current)

Course Standards

For 7th grade standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
ELA.612.F.2.1:	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"> Orally produce single-syllable and multisyllabic words by accurately blending sounds. Accurately segment single-syllable and multisyllabic words. <p>Clarifications: Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> <ol style="list-style-type: none"> Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser. Orally break cat into c-a-t/ orally break trouser into trou-ser. <p>Standard Relation to Course: Major</p>
ELA.612.F.2.2:	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. <p>Clarifications: Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.</p> <p>Standard Relation to Course: Major</p>
ELA.612.F.2.3:	<p>Know and apply phonics and word analysis skills in encoding words.</p> <ol style="list-style-type: none"> Use an array of strategies to accurately encode single-syllable and multisyllabic words. <p>Clarifications: Clarification 1: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.</p> <ol style="list-style-type: none"> The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words. The process of adding single units of sound with meaning to existing word parts to encode a given word. <p>Standard Relation to Course: Major</p>
ELA.612.F.2.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p>Clarifications: Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal. Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.</p> <p>Clarifications: Clarification 1: See Writing Types and Narrative Techniques. Clarification 2: See Secondary Figurative Language.</p> <p>Standard Relation to Course: Supporting</p>
ELA.7.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.</p> <p>Clarifications: Clarification 1: See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Supporting</p>
ELA.7.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.</p> <p>Clarifications: Clarification 1: See Writing Types.</p> <p>Standard Relation to Course: Supporting</p>
	<p>Present information orally, in a logical sequence, emphasizing key points that support the central idea.</p>

ELA.7.C.2.1:	<p>Clarifications: Clarification 1: For further guidance, see the Secondary Oral Communication Rubric.</p>
<p>Standard Relation to Course: Supporting</p>	
<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	
ELA.7.C.3.1:	<p>Clarifications: Clarification 1: Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. <p>Clarification 2: See Convention Progression by Grade Level for more information.</p>
<p>Standard Relation to Course: Supporting</p>	
ELA.7.R.1.1:	<p>Analyze the impact of setting on character development and plot in a literary text.</p>
<p>Standard Relation to Course: Major</p>	
<p>Compare two or more themes and their development throughout a literary text.</p>	
ELA.7.R.1.2:	<p>Clarifications: Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. Clarification 2: Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>
<p>Standard Relation to Course: Major</p>	
<p>Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.</p>	
ELA.7.R.1.3:	<p>Clarifications: Clarification 1: An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack information or background knowledge about what that information means, mental illness, or self-deception. Clarification 2: "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.</p>
<p>Standard Relation to Course: Major</p>	
<p>Analyze the impact of various poetic forms on meaning and style.</p>	
ELA.7.R.1.4:	<p>Clarifications: Clarification 1: Poetic forms used for this benchmark are sonnet and villanelle. See Appendix B for examples. Clarification 2: Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.</p>
<p>Standard Relation to Course: Major</p>	
ELA.7.R.2.1:	<p>Explain how individual text sections and/or features convey a purpose in texts.</p>
<p>Standard Relation to Course: Major</p>	
ELA.7.R.2.2:	<p>Compare two or more central ideas and their development throughout a text.</p>
<p>Standard Relation to Course: Major</p>	
<p>Explain how an author establishes and achieves purpose(s) through diction and syntax.</p>	
ELA.7.R.2.3:	<p>Clarifications: Clarification 1: This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.</p>
<p>Standard Relation to Course: Major</p>	
<p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness.</p>	
ELA.7.R.2.4:	<p>Clarifications: Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning. Clarification 2: Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p>
<p>Standard Relation to Course: Major</p>	
<p>Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).</p>	
ELA.7.R.3.1:	<p>Clarifications: Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction. Clarification 2: See Secondary Figurative Language.</p>
<p>Standard Relation to Course: Major</p>	
<p>Paraphrase content from grade-level texts.</p>	
ELA.7.R.3.2:	<p>Clarifications: Clarification 1: Most grade-level texts are appropriate for this benchmark.</p>

<p>ELA.7.R.3.3:</p>	<p>Standard Relation to Course: Major Compare and contrast how authors with differing perspectives address the same or related topics or themes.</p> <p>Clarifications: Clarification 1: The term perspective means “a particular attitude toward or way of regarding something.”</p>
<p>ELA.7.V.1.1:</p>	<p>Standard Relation to Course: Major Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p>Clarifications: Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
<p>ELA.7.V.1.2:</p>	<p>Standard Relation to Course: Major Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p>Clarifications: Clarification 1: See Common Greek and Latin Roots 6-8 and Affixes.</p>
<p>ELA.7.V.1.3:</p>	<p>Standard Relation to Course: Major Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p>Clarifications: Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary. Clarification 2: See Context Clues and Word Relationships. Clarification 3: See ELA.7.R.3.1 and Secondary Figurative Language.</p>
<p>ELA.K12.EE.1.1:</p>	<p>Standard Relation to Course: Major Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
<p>ELA.K12.EE.2.1:</p>	<p>Standard Relation to Course: Supporting Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
<p>ELA.K12.EE.3.1:</p>	<p>Standard Relation to Course: Supporting Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
<p>ELA.K12.EE.4.1:</p>	<p>Standard Relation to Course: Supporting Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
<p>ELA.K12.EE.5.1:</p>	<p>Standard Relation to Course: Supporting Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
<p>ELA.K12.EE.6.1:</p>	<p>Standard Relation to Course: Supporting Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for 7th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

GENERAL INFORMATION

Course Number: 1000012

Course Path: Section: Grades PreK to 12 Education
Grade Group: Grades 6 to 8 Education
Subject: English/Language Arts >
SubSubject: Remedial >
Abbreviated Title: M/J INTENS READ 2
Course Length: Year (Y)
Course Type: Elective Course
Course Level: 2
Course Status: Course Approved

Educator Certifications

Reading (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus Reading Endorsement

M/J Intensive Reading 3 (#1000014) 2021 - And Beyond (current)

Course Standards

For 8th grade standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
ELA.612.F.2.1:	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"> Orally produce single-syllable and multisyllabic words by accurately blending sounds. Accurately segment single-syllable and multisyllabic words. <p>Clarifications: Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> <ol style="list-style-type: none"> Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser. Orally break cat into c-a-t/ orally break trouser into trou-ser. <p>Standard Relation to Course: Major</p>
ELA.612.F.2.2:	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. <p>Clarifications: Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.</p> <p>Standard Relation to Course: Major</p>
ELA.612.F.2.3:	<p>Know and apply phonics and word analysis skills in encoding words.</p> <ol style="list-style-type: none"> Use an array of strategies to accurately encode single-syllable and multisyllabic words. <p>Clarifications: Clarification 1: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.</p> <ol style="list-style-type: none"> The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words. The process of adding single units of sound with meaning to existing word parts to encode a given word. <p>Standard Relation to Course: Major</p>
ELA.612.F.2.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p>Clarifications: Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal. Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p>Clarifications: Clarification 1: See Writing Types and Narrative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.1.3:	<p>Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.</p> <p>Clarifications: Clarification 1: See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.</p> <p>Clarifications: Clarification 1: See Writing Types.</p> <p>Standard Relation to Course: Major</p>
	<p>Present information orally, in a logical sequence, supporting the central idea with credible evidence.</p> <p>Clarifications: Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume,</p>

ELA.8.C.2.1:	<p>pronunciation, and pacing. Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>Clarifications: Clarification 1: Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. <p>Clarification 2: See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.1.1:	<p>Analyze the interaction between character development, setting, and plot in a literary text.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.1.2:	<p>Analyze two or more themes and their development throughout a literary text.</p> <p>Clarifications: Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. Clarification 2: Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.1.3:	<p>Analyze how an author develops and individualizes the perspectives of different characters.</p> <p>Clarifications: Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.1.4:	<p>Analyze structure, sound, imagery, and figurative language in poetry.</p> <p>Clarifications: Clarification 1: Structural elements for this benchmark are form, line length, white space, indentation, line breaks, and stanza breaks. Clarification 2: Sound can be created through the use of end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, and meter. Clarification 3: Imagery, as used here, refers to language and description that appeals to the five senses. Clarification 4: Figurative language types for this benchmark are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.2.1:	<p>Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.2.2:	<p>Analyze two or more central ideas and their development throughout a text.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.2.3:	<p>Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p>Clarifications: Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. Clarification 2: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. Clarification 3: See Secondary Figurative Language. Clarification 4: See Rhetorical Appeals and Rhetorical Devices.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.2.4:	<p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.</p> <p>Clarifications: Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning. Clarification 2: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.3.1:	<p>Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).</p> <p>Clarifications: Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction. Clarification 2: See Secondary Figurative Language.</p> <p>Standard Relation to Course: Major</p>

ELA.8.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p>Clarifications: Clarification 1: Most grade-level texts are appropriate for this benchmark.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.3.3:	<p>Compare and contrast the use or discussion of archetypes in texts.</p> <p>Clarifications: Clarification 1: See Archetypes.</p> <p>Standard Relation to Course: Major</p>
ELA.8.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p>Clarifications: Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p>Standard Relation to Course: Major</p>
ELA.8.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p>Clarifications: Clarification 1: See Common Greek and Latin Roots 6-8 and Affixes.</p> <p>Standard Relation to Course: Major</p>
ELA.8.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p>Clarifications: Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary. Clarification 2: See Context Clues and Word Relationships. Clarification 3: See ELA.8.R.3.1 and Secondary Figurative Language.</p> <p>Standard Relation to Course: Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p>Standard Relation to Course: Supporting</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p>Standard Relation to Course: Supporting</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p>Standard Relation to Course: Supporting</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p>Standard Relation to Course: Supporting</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p>Standard Relation to Course: Supporting</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends</p>

differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Standard Relation to Course: Supporting

ELD.K12.ELL.LA.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard Relation to Course: Supporting

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

Standard Relation to Course: Supporting

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for 8th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

GENERAL INFORMATION

Course Number: 1000014

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: Remedial >

Abbreviated Title: M/J INTENS READ 3

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Course Approved

Educator Certifications

Reading (Elementary and Secondary Grades K-12)

Middle Grades English (Middle Grades 5-9) Plus Reading Endorsement

M/J Intensive Reading and Career Planning (#1000020) 2019 - And Beyond (current)

Course Standards

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet *each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Reading Informational Text

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

Writing

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

Speaking and Listening

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

Language

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

Name	Description
LAFS.6.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RI.1.3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LAFS.6.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LAFS.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LAFS.6.RI.2.6:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LAFS.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.1.3:	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LAFS.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

LAFS.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LAFS.6.RL.2.6:	Explain how an author develops the point of view of the narrator or speaker in a text.
LAFS.6.RL.3.7:	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
LAFS.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LAFS.6.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
LAFS.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.7.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.7.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
LAFS.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LAFS.7.RI.2.6:	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LAFS.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LAFS.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LAFS.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LAFS.7.RL.2.5:	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.2.6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LAFS.7.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
LAFS.7.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.8.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LAFS.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LAFS.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

LAFS.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LAFS.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
LAFS.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

GENERAL NOTES

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade and/or instructional level. The courses should not be used in place of grade level English language arts courses and are intended to provide intervention for students who have reading deficiencies.

General Notes: The course includes, but is not limited to, the following:

- determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas;
- interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone;
- analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole;
- integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words;
- delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence;
- analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take;
- writing in response to reading, emulating authors' structures, word choices, styles, etc.

Additional Notes: Students entering the upper grades who are not reading and writing on grade level have a variety of intervention needs. No single program or strategy can be successful in remediating the needs of all students. The intervention course should require that students increase the amount and complexity of text they read and write independently throughout the school year to ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers.

The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

Special Notes:

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

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

Achievement on standardized tests assessing reading skills is a reflection of students' confidence and competence in reading. Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance.

In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

The College and Career Readiness (CCR) standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

VERSION REQUIREMENTS

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.html.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.

GENERAL INFORMATION

Course Number: 1000020

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: Remedial >

Abbreviated Title: M/J INT READ & CAR P

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Elementary Education (Elementary Grades 1-6)

Reading (Elementary and Secondary Grades K-12)

M/J Language Arts Transfer (#1000220) 2015 - And Beyond (current)

Course Standards

Name	Description
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1000220

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: Writing >

Abbreviated Title: M/J LANG ARTS TRAN

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Intensive Language Arts (#1000400) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

	(Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.910.L.1.2:	<p>a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>
LAFS.910.L.2.3:	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
LAFS.910.L.3.6:	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
LAFS.910.RI.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.910.RI.1.2:	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
LAFS.910.RI.1.3:	<p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
LAFS.910.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
LAFS.910.RI.2.5:	<p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>
LAFS.910.RI.2.6:	<p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>
LAFS.910.RI.3.7:	<p>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>
LAFS.910.RI.3.8:	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
LAFS.910.RI.3.9:	<p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>
LAFS.910.RI.4.10:	<p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
LAFS.910.RL.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.910.RL.1.2:	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
LAFS.910.RL.1.3:	<p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
LAFS.910.RL.2.4:	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>
LAFS.910.RL.2.5:	<p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>
LAFS.910.RL.2.6:	<p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>
LAFS.910.RL.3.7:	<p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).</p>
LAFS.910.RL.3.9:	<p>Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>
LAFS.910.RL.4.10:	<p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p>
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>

	<p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
LAFS.910.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity.

GENERAL NOTES

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student’s grade level and/or instructional needs.

General Notes:

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn

- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers
- developing a command of language skills including conventions and sophisticated vocabulary

Special Notes:

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

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

Achievement on standardized tests assessing reading and writing skills is a reflection of students' confidence and competence in reading. Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance.

In those instances when this course is repeated, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.

GENERAL INFORMATION

<p>Course Number: 1000400</p> <p>Number of Credits: Multiple credits</p> <p>Course Type: Elective Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 9,10,11,12</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: Remedial ></p> <p>Abbreviated Title: INTENS LANG ARTS</p> <p>Course Length: Multiple (M) - Course length can vary</p> <p>Course Attributes:</p> <ul style="list-style-type: none"> • Class Size Core Required <p>Course Level: 1</p>
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Intensive Reading (#1000410) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.910.RI.4.10:	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as

necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.

GENERAL NOTES

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

General Notes: The course includes, but is not limited to, the following:

- determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas;
- interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone;
- analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole;
- integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words;
- delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence;
- analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take;
- writing in response to reading, emulating authors' structures, word choices, styles, etc.

Additional Notes: Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. The reading intervention course should require that students increase the amount and complexity of text they read independently throughout the school year, as these students do not have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers.

The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

Special Notes:

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

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

Achievement on standardized tests assessing reading skills is a reflection of students' confidence and competence in reading. Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance.

In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCG1/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.

GENERAL INFORMATION

Course Number: 1000410

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Remedial >

Number of Credits: Multiple credits

Abbreviated Title: INTENS READ

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Reading (Elementary and Secondary Grades K-12)

Intensive Reading 1 (#1000412) 2021 - And Beyond (current)

Course Standards

For 9th grade reading standards, teachers may need to go to the benchmark of an earlier grade as a scaffold if a student has not yet reached mastery.

Name	Description
ELA.612.F.2.1:	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"> Orally produce single-syllable and multisyllabic words by accurately blending sounds. Accurately segment single-syllable and multisyllabic words. <p>Clarifications: Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> <ol style="list-style-type: none"> Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser. Orally break cat into c-a-t/ orally break trouser into trou-ser. <p>Standard Relation to Course: Major</p>
ELA.612.F.2.2:	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. <p>Clarifications: Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.</p> <p>Standard Relation to Course: Major</p>
ELA.612.F.2.3:	<p>Know and apply phonics and word analysis skills in encoding words.</p> <ol style="list-style-type: none"> Use an array of strategies to accurately encode single-syllable and multisyllabic words. <p>Clarifications: Clarification 1: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.</p> <ol style="list-style-type: none"> The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words. The process of adding single units of sound with meaning to existing word parts to encode a given word. <p>Standard Relation to Course: Major</p>
ELA.612.F.2.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p>Clarifications: Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal. Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p>Standard Relation to Course: Major</p>
ELA.9.C.1.2:	<p>Write narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p>Clarifications: Clarification 1: See Writing Types and Narrative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.9.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.</p> <p>Clarifications: Clarification 1: See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p>Clarifications: Clarification 1: See Writing Types.</p> <p>Standard Relation to Course: Major</p>
	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p>Clarifications: Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume,</p>

ELA.9.C.2.1:	<p>pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>Clarifications: Clarification 1: Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. • Use knowledge of usage rules to create flow in writing and presenting. <p>Clarification 2: See Convention Progression by Grade Level.</p> <p>Standard Relation to Course: Supporting</p>
ELA.9.C.5.1:	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p>Clarifications: Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.</p> <p>Standard Relation to Course: Major</p>
ELA.9.R.1.1:	<p>Explain how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p>Clarifications: Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)</p> <p>Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p>Standard Relation to Course: Major</p>
ELA.9.R.1.2:	<p>Analyze universal themes and their development throughout a literary text.</p> <p>Clarifications: Clarification 1: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p>Standard Relation to Course: Major</p>
ELA.9.R.1.3:	<p>Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.</p> <p>Clarifications: Clarification 1: See Rhetorical Devices for more information on irony.</p> <p>Standard Relation to Course: Major</p>
ELA.9.R.1.4:	<p>Analyze the characters, structures, and themes of epic poetry.</p> <p>Clarifications: Clarification 1: For more information, see Literary Periods.</p> <p>Standard Relation to Course: Major</p>
ELA.9.R.2.1:	<p>Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p> <p>Clarifications: Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p>Standard Relation to Course: Major</p>
ELA.9.R.2.2:	<p>Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p>Clarifications: Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. Clarification 2: See Rhetorical Appeals and Rhetorical Devices.</p> <p>Standard Relation to Course: Major</p>
ELA.9.R.2.3:	<p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p>Clarifications: Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. Clarification 2: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. Clarification 3: See Secondary Figurative Language. Clarification 4: See Rhetorical Appeals and Rhetorical Devices.</p> <p>Standard Relation to Course: Major</p>
ELA.9.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p>Clarifications: Clarification 1: Validity refers to the soundness of the arguments.</p>

	<p>Standard Relation to Course: Major</p> <p>Explain how figurative language creates mood in text(s).</p> <p>Clarifications: Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. Clarification 2: See Secondary Figurative Language.</p>
ELA.9.R.3.1:	
	<p>Standard Relation to Course: Major</p> <p>Paraphrase content from grade-level texts.</p> <p>Clarifications: Clarification 1: Most grade-level texts are appropriate for this benchmark.</p>
ELA.9.R.3.2:	
	<p>Standard Relation to Course: Major</p> <p>Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.</p> <p>Clarifications: Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.</p>
ELA.9.R.3.3:	
	<p>Standard Relation to Course: Major</p> <p>Explain an author's use of rhetoric in a text.</p> <p>Clarifications: Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche. Clarification 2: See Secondary Figurative Language and Rhetorical Devices.</p>
ELA.9.R.3.4:	
	<p>Standard Relation to Course: Supporting</p> <p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p>Clarifications: Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.9.V.1.1:	
	<p>Standard Relation to Course: Major</p> <p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p>Clarifications: Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time. Clarification 2: Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.9.V.1.2:	
	<p>Standard Relation to Course: Major</p> <p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p>Clarifications: Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary. Clarification 2: See Context Clues and Word Relationships. Clarification 3: See ELA.9.R.3.1 and Secondary Figurative Language.</p>
ELA.9.V.1.3:	
	<p>Standard Relation to Course: Major</p> <p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.1.1:	
	<p>Standard Relation to Course: Supporting</p> <p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.2.1:	
	<p>Standard Relation to Course: Supporting</p> <p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.3.1:	
	<p>Standard Relation to Course: Supporting</p> <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>

ELA.K12.EE.4.1:	<p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p>Standard Relation to Course: Supporting</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p>Standard Relation to Course: Supporting</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p>Standard Relation to Course: Supporting</p>

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for 9th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

GENERAL INFORMATION

Course Number: 1000412

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Remedial >

Abbreviated Title: Intens Read 1

Number of Credits: Multiple Credit (more than 1 credit)

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

Reading (Elementary and Secondary Grades K-12)

English (Grades 6-12) Plus Reading Endorsement

Reading Endorsement Plus Social Science (Grades 6-12)

Intensive Reading 2 (#1000414) 2021 - And Beyond (current)

Course Standards

For 10th grade reading standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p>Clarifications: Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.10.R.1.1:	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p>Clarifications: Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred). Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p>Clarifications: Clarification 1: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p>Clarifications: Clarification 1: For more information, see Literary Periods.</p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p>Clarifications: Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p>
ELA.10.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p>Clarifications: Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. Clarification 2: See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p>Clarifications: Clarification 1: Validity refers to the soundness of the arguments.</p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p>Clarifications: Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. Clarification 2: See Secondary Figurative Language.</p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p>Clarifications: Clarification 1: Most grade-level texts are appropriate for this benchmark.</p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.</p> <p>Clarifications: Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.</p>

ELA.10.R.3.4:	<p>Analyze an author's use of rhetoric in a text.</p> <p>Clarifications: Clarification 1: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton. Clarification 3: See Secondary Figurative Language. Clarification 4: See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.10.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p>Clarifications: Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time. Clarification 2: Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.10.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p>Clarifications: Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary. Clarification 2: See Context Clues and Word Relationships. Clarification 3: See ELA.10.R.3.1 and Secondary Figurative Language.</p>
ELA.612.F.2.1:	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"> Orally produce single-syllable and multisyllabic words by accurately blending sounds. Accurately segment single-syllable and multisyllabic words. <p>Clarifications: Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> <ol style="list-style-type: none"> Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser. Orally break cat into c-a-t/ orally break trouser into trou-ser.
ELA.612.F.2.2:	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. <p>Clarifications: Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.</p>
ELA.612.F.2.3:	<p>Know and apply phonics and word analysis skills in encoding words.</p> <ol style="list-style-type: none"> Use an array of strategies to accurately encode single-syllable and multisyllabic words. <p>Clarifications: Clarification 1: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.</p> <ol style="list-style-type: none"> The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words. The process of adding single units of sound with meaning to existing word parts to encode a given word.
ELA.612.F.2.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p>Clarifications: Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal. Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p>
ELA.7.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p>Clarifications: Clarification 1: See Common Greek and Latin Roots 6-8 and Affixes.</p>
ELA.8.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p>Clarifications: Clarification 1: See Common Greek and Latin Roots 6-8 and Affixes.</p>
ELA.9.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p>Clarifications: Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade</p>

	level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.9.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p>Clarifications: Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time. Clarification 2: Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.9.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p>Clarifications: Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary. Clarification 2: See Context Clues and Word Relationships. Clarification 3: See ELA.9.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for 10th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

GENERAL INFORMATION

Course Number: 1000414

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Remedial >

Number of Credits: One (1) credit

Abbreviated Title: INTENS READ 2

Course Type: Elective Course

Course Length: Multiple (M) - Course length can vary

Course Status: Course Approved

Course Level: 2

Graduation Requirement: Electives

Educator Certifications

Reading (Elementary and Secondary Grades K-12)

English (Grades 6-12) Plus Reading Endorsement

Reading Endorsement Plus Social Science (Grades 6-12)

Intensive Reading 3 (#1000416) 2021 - And Beyond (current)

Course Standards

For 11th grade reading standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
ELA.10.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p>Clarifications: Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time. Clarification 2: Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.11.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p>Clarifications: Clarification 1: See Writing Types and Narrative Techniques.</p>
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p>Clarifications: Clarification 1: See Writing Types and Elaborative Techniques. Clarification 2: Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. Clarification 3: These written works will take longer and are meant to reflect thorough research and analysis.</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p>Clarifications: Clarification 1: See Writing Types.</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p>Clarifications: Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it. Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>Clarifications: Clarification 1: Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> Use knowledge of usage rules to create flow in writing and presenting. Clarification 2: See Convention Progression by Grade Level for more information.</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p>Clarifications: Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.11.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p>Clarifications: Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.</p> <p>Clarifications: Clarification 1: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>

ELA.11.R.1.3:	<p>Analyze the author's choices in using juxtaposition to define character perspective.</p> <p>Clarifications: Clarification 1: Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast. Clarification 2: The term perspective means "a particular attitude toward or way of regarding something."</p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.</p> <p>Clarifications: Clarification 1: Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (130–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) • Contemporary Period (1945–present) <p>Clarification 2: For more information, see Literary Periods.</p>
ELA.11.R.2.1:	<p>Evaluate the structure(s) and features in texts.</p> <p>Clarifications: Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.</p> <p>Clarifications: Clarification 1: See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.11.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p>
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.</p> <p>Clarifications: Clarification 1: Validity refers to the soundness of the arguments. Clarification 2: For more information on types of reasoning, see Types of Logical Reasoning.</p>
ELA.11.R.3.1:	<p>Analyze the author's use of figurative language and explain examples of allegory.</p> <p>Clarifications: Clarification 1: Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) <p>Clarification 2: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. Clarification 3: See Secondary Figurative Language.</p>
ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p>Clarifications: Clarification 1: Most grade-level texts are appropriate for this benchmark.</p>
ELA.11.R.3.3:	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.</p> <p>Clarifications: Clarification 1: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) <p>Clarification 2: For more information on types of reasoning, see Types of Logical Reasoning.</p>
	<p>Evaluate an author's use of rhetoric in text.</p> <p>Clarifications: Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and</p>

ELA.11.R.3.4:	<p>responsible for all four appeals; kairos is added at this grade level</p> <p>Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p>Clarification 3: See Secondary Figurative Language.</p> <p>Clarification 4: See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p>Clarifications:</p> <p>Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p>Clarification 2: Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.612.F.2.1:	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"> Orally produce single-syllable and multisyllabic words by accurately blending sounds. Accurately segment single-syllable and multisyllabic words. <p>Clarifications:</p> <p>Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> <ol style="list-style-type: none"> Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser. Orally break cat into c-a-t/ orally break trouser into trou-ser.
ELA.612.F.2.2:	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. <p>Clarifications:</p> <p>Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.</p>
ELA.612.F.2.3:	<p>Know and apply phonics and word analysis skills in encoding words.</p> <ol style="list-style-type: none"> Use an array of strategies to accurately encode single-syllable and multisyllabic words. <p>Clarifications:</p> <p>Clarification 1: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.</p> <ol style="list-style-type: none"> The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words. The process of adding single units of sound with meaning to existing word parts to encode a given word.
ELA.612.F.2.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p>Clarifications:</p> <p>Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.</p> <p>Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p>Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p>
ELA.8.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p>Clarifications:</p> <p>Clarification 1: See Common Greek and Latin Roots 6-8 and Affixes.</p>
ELA.9.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p>Clarifications:</p> <p>Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p>Clarification 2: Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications:</p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
	<p>Read and comprehend grade-level complex texts proficiently.</p>

ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for 11th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

GENERAL INFORMATION

Course Number: 1000416

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** English/Language Arts

> **SubSubject:** Remedial >

Abbreviated Title: INTENS READ 3

Course Length: Multiple (M) - Course length can vary

Course Level: 2

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Graduation Requirement: Electives

Educator Certifications

Reading (Elementary and Secondary Grades K-12)

English (Grades 6-12) Plus Reading Endorsement

Reading Endorsement Plus Social Science (Grades 6-12)

Intensive Reading 4 (#1000418) 2021 - And Beyond (current)

Course Standards

For 12th grade reading standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
ELA.12.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p>Clarifications: Clarification 1: See Writing Types and Narrative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.12.C.1.3:	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p> <p>Clarifications: Clarification 1: See Writing Types and Elaborative Techniques. Clarification 2: These written works will take longer and are meant to reflect thorough research and analysis.</p> <p>Standard Relation to Course: Major</p>
ELA.12.C.1.4:	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p> <p>Clarifications: Clarification 1: See Writing Types.</p> <p>Standard Relation to Course: Major</p>
ELA.12.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p>Clarifications: Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark. Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.12.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>Clarifications: Clarification 1: See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Major</p>
ELA.12.C.4.1:	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p>Clarifications: Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p>Standard Relation to Course: Major</p>
ELA.12.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.</p> <p>Clarifications: Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice. Clarification 4: Functional significance refers to the role each element plays in creating meaning or effect for the reader.</p> <p>Standard Relation to Course: Major</p>
ELA.12.R.1.2:	<p>Analyze two or more themes and evaluate their development throughout a literary text.</p> <p>Clarifications: Clarification 1: For the purposes of this benchmark, there is not a one- or two-word topic, but a complete thought that communicates the author's message.</p> <p>Standard Relation to Course: Major</p> <p>Evaluate the development of character perspective, including conflicting perspectives.</p>

ELA.12.R.1.3: **Clarifications:**
Clarification 1: The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

Standard Relation to Course: Major
Evaluate works of major poets in their historical context.

ELA.12.R.1.4: **Clarifications:**
Sample poets for this benchmark include:

- Emily Dickinson
- Langston Hughes
- Robert Frost
- Phyllis Wheatley
- Edna St. Vincent Millay
- Countee Cullen
- Robert Burns
- Percy Bysshe Shelley

Clarification 1: A poet’s historical context is the period in which the writing occurred, not when it was discovered or became resurgent.
Clarification 2: Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.
Clarification 3: For more information, see Literary Periods.

Standard Relation to Course: Major
Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.

ELA.12.R.2.1: **Clarifications:**
Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.
Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

Standard Relation to Course: Major
Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.

ELA.12.R.2.2: **Standard Relation to Course: Major**

ELA.12.R.2.3: Evaluate an author’s choices in establishing and achieving purpose(s).
Standard Relation to Course: Major

ELA.12.R.2.4: Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors’ reasoning, use of the same information, and/or the authors’ rhetoric.

Clarifications:
Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning.
Clarification 2: See Rhetorical Appeals and Rhetorical Devices.
Clarification 3: Validity refers to the soundness of the arguments.

Standard Relation to Course: Major
Evaluate an author’s use of figurative language.

ELA.12.R.3.1: **Clarifications:**
Clarification 1: Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.
Clarification 2: See Secondary Figurative Language.

Standard Relation to Course: Major
Paraphrase content from grade-level texts.

ELA.12.R.3.2: **Clarifications:**
Clarification 1: Most grade-level texts are appropriate for this benchmark.

Standard Relation to Course: Major
Analyze the influence of classic literature on contemporary world texts.

ELA.12.R.3.3: **Clarifications:**
Clarification 1: Classic literature for this benchmark should be drawn from and representative of the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

Clarification 2: Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.

Standard Relation to Course: Major
Evaluate rhetorical choices across multiple texts.

Clarifications:
Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the

ELA.12.R.3.4:	<p>effectiveness of multiple texts.</p> <p>Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p>Clarification 3: See Secondary Figurative Language.</p> <p>Clarification 4: See Rhetorical Appeals and Rhetorical Devices.</p> <p>Standard Relation to Course: Major</p>
ELA.12.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p>Clarifications:</p> <p>Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p>Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p>Standard Relation to Course: Major</p>
ELA.12.V.1.2:	<p>Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.</p> <p>Clarifications:</p> <p>Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p>Clarification 2: Derivation refers to making new words from an existing word by adding affixes.</p> <p>Clarification 3: See Foreign Words and Phrases for a list of commonly used foreign phrases.</p> <p>Standard Relation to Course: Major</p>
ELA.12.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p>Clarifications:</p> <p>Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p>Clarification 2: See Context Clues and Word Relationships.</p> <p>Clarification 3: See ELA.12.R.3.1 and Secondary Figurative Language.</p> <p>Standard Relation to Course: Major</p>
ELA.612.F.2.1:	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"> Orally produce single-syllable and multisyllabic words by accurately blending sounds. Accurately segment single-syllable and multisyllabic words. <p>Clarifications:</p> <p>Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> <ol style="list-style-type: none"> Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser. Orally break cat into c-a-t/ orally break trouser into trou-ser. <p>Standard Relation to Course: Major</p>
ELA.612.F.2.2:	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. <p>Clarifications:</p> <p>Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.</p> <p>Standard Relation to Course: Major</p>
ELA.612.F.2.3:	<p>Know and apply phonics and word analysis skills in encoding words.</p> <ol style="list-style-type: none"> Use an array of strategies to accurately encode single-syllable and multisyllabic words. <p>Clarifications:</p> <p>Clarification 1: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.</p> <ol style="list-style-type: none"> The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words. The process of adding single units of sound with meaning to existing word parts to encode a given word. <p>Standard Relation to Course: Major</p>
ELA.612.F.2.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p>Clarifications:</p> <p>Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.</p> <p>Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p>Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p>Standard Relation to Course: Major</p>

ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p>Standard Relation to Course: Supporting</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p>Standard Relation to Course: Supporting</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p>Standard Relation to Course: Supporting</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p>Standard Relation to Course: Supporting</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p>Standard Relation to Course: Supporting</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p>Standard Relation to Course: Supporting</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.

<p>MA.K12.MTR.3.1:</p>	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
<p>MA.K12.MTR.4.1:</p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
<p>MA.K12.MTR.5.1:</p>	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
<p>MA.K12.MTR.6.1:</p>	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
<p>MA.K12.MTR.7.1:</p>	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.

ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for 12th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

GENERAL INFORMATION

Course Number: 1000418

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Remedial >

Number of Credits: One (1) credit

Abbreviated Title: INTENS READ 4

Course Type: Elective Course

Course Length: Multiple (M) - Course length can vary

Course Status: Course Approved

Course Level: 2

Graduation Requirement: Electives

Educator Certifications

English (Grades 6-12) Plus Reading Endorsement
Reading (Elementary and Secondary Grades K-12)
Reading Endorsement Plus Social Science (Grades 6-12)

Intensive Writing (#1000420) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LAFS.1112.W.1.2:	<ul style="list-style-type: none"> c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
LAFS.910.L.2.3:	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from

LAFS.910.SL.1.1:	<p>texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
LAFS.910.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The course emphasizes the development and use of fundamental writing and language skills for original expression in a variety of academic, technical, and creative formats using a variety of grade appropriate texts encompassing a range of complexity. Students enrolled in the course will engage in research, write in response to reading, and cite evidence to answer text dependent questions both orally and in writing. The course provides extensive opportunities for students to collaborate with their peers.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional level.

GENERAL NOTES

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

General Notes: The content should include, but not be limited to, the following:

- active reading of exemplar writing models to examine o text craft, structure, and conventions
 - effects of figurative, denotative, and connotative language choice
 - power and impact of appropriate voice and/or tone
 - influence on idea development of sentence structures, sentence rhythm, and grammatical choices
 - reciprocal nature of content and form
- writing for varied purposes, including o developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - digital writing platforms
 - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially during drafting and redrafting peer edits

Special Notes:

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

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

Additional Notes: It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of reading skills in older readers. The instructional approaches should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1000420

Number of Credits: Multiple credits

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Remedial >

Abbreviated Title: INTENS WRIT

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Level: 1

Educator Certifications

English (Grades 6-12)

Language Arts Transfer (#1000990) 2015 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 1000990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Manual Communications >

Abbreviated Title: LANG ARTS TRAN

Course Length: Not Applicable

Course Type: Transfer Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

M/J Language Arts 1 (#1001010) 2015 - 2022 (current)

Course Standards

Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

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

Name	Description
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LAFS.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.
LAFS.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style Maintain consistency in style and tone.
LAFS.6.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RI.1.3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LAFS.6.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LAFS.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LAFS.6.RI.2.6:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LAFS.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.1.3:	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LAFS.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

LAFS.6.RL.2.6:	Explain how an author develops the point of view of the narrator or speaker in a text.
LAFS.6.RL.3.7:	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
LAFS.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LAFS.6.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.
LAFS.6.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.
LAFS.6.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.
LAFS.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
LAFS.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. Clarifications: Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Clarifications: Role playing, short stories, and open-ended scenarios.

HE.6.B.4.2:	Practice refusal skills and negotiation skills to reduce health risks. Clarifications: Assertiveness, compromising, and use of "I" messages.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. Clarifications: Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4:	Compile ways to ask for assistance to enhance the health of self and others. Clarifications: Verbalize, write, and ask others for help.
HE.6.B.5.1:	Investigate health-related situations that require the application of a thoughtful decision-making process. Clarifications: Peer pressure, exposure to unsupervised firearms, and tobacco use.
HE.6.C.1.2:	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Clarifications: Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.
HE.6.C.2.5:	Examine how media influences peer and community health behaviors. Clarifications: Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.6.C.2.1:	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide grade 6 students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and

concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.

GENERAL INFORMATION

Course Number: 1001010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: English >

Abbreviated Title: M/J LANG ARTS 1

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6

Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

English Speakers of Other Languages (Elementary and Secondary Grades K-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement

Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement

English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement

M/J Language Arts 1 Advanced (#1001020) 2015 - 2022 (current)

Course Standards

Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

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

Name	Description
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LAFS.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.
LAFS.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style Maintain consistency in style and tone.
LAFS.6.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhastful, thrifty).
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RI.1.3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LAFS.6.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LAFS.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LAFS.6.RI.2.6:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LAFS.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.1.3:	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LAFS.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LAFS.6.RL.2.6:	Explain how an author develops the point of view of the narrator or speaker in a text.

LAFS.6.RL.3.7:	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
LAFS.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LAFS.6.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LAFS.6.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
LAFS.6.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
LAFS.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
LAFS.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. Clarifications: Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Clarifications: Role playing, short stories, and open-ended scenarios.
	Practice refusal skills and negotiation skills to reduce health risks.

HE.6.B.4.2:	Clarifications: Assertiveness, compromising, and use of "I" messages.
	Demonstrate effective conflict-management and/or resolution strategies.
HE.6.B.4.3:	Clarifications: Talk to an adult, anger management, and conflict mediation.
	Compile ways to ask for assistance to enhance the health of self and others.
HE.6.B.4.4:	Clarifications: Verbalize, write, and ask others for help.
	Investigate health-related situations that require the application of a thoughtful decision-making process.
HE.6.B.5.1:	Clarifications: Peer pressure, exposure to unsupervised firearms, and tobacco use.
	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
HE.6.C.1.2:	Clarifications: Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.
	Examine how media influences peer and community health behaviors.
HE.6.C.2.5:	Clarifications: Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.6.C.2.1:	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

General Course Information and Notes

VERSION DESCRIPTION

Course Description: The purpose of this course is to provide grade 6 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

5. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 1001020

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: English >

Abbreviated Title: M/J LANG ARTS 1 ADV

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 6

Course Level: 3

Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

M/J English 1 Cambridge Lower Secondary (#1001025) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-secondary-1/cambridge-secondary-1/curriculum/.

GENERAL INFORMATION

Course Number: 1001025	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: English/Language Arts > SubSubject: English >
	Abbreviated Title: M/J ENG 1 CLS
	Course Length: Year (Y)
	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Course Type: Core Academic Course	Course Level: 3
Course Status: Course Approved	
Grade Level(s): 6,7,8	

Educator Certifications

Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
English (Grades 6-12)
English (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)

M/J International Baccalaureate MYP Language & Literature 1 (#1001030) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1001030

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: English >

Abbreviated Title: M/J IB MYP LANG/LIT1

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Middle Grades English (Middle Grades 5-9)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

English (Elementary Grades 1-6)

English (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

M/J Language Arts 2 (#1001040) 2015 - 2022 (current)

Course Standards

Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

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

Name	Description
LAFS.7.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LAFS.7.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). Spell correctly.
LAFS.7.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LAFS.7.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.7.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
LAFS.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LAFS.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LAFS.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LAFS.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LAFS.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LAFS.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.2.6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

LAFS.7.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.7.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.7.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.7.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LAFS.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
LAFS.7.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
HE.7.B.3.3:	Compare a variety of technologies to gather health information. Clarifications: WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
HE.7.B.4.1:	Apply effective communication skills when interacting with others to enhance health. Clarifications: Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
HE.7.B.4.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Clarifications:

	Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. Clarifications: Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.4.4:	Demonstrate how to ask for assistance to enhance the health of self and others. Clarifications: "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
HE.7.B.5.1:	Predict when health-related situations require the application of a thoughtful decision-making process. Clarifications: Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.
HE.7.C.1.2:	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Clarifications: Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.
HE.7.C.2.5:	Analyze how messages from media influence health behaviors. Clarifications: Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.7.C.2.11:	Analyze media and political communications (bias, symbolism, propaganda). Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.7.C.2.13:	Examine multiple perspectives on public and current issues. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide grade 7 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to

comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.

GENERAL INFORMATION

Course Number: 1001040

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: English >

Abbreviated Title: M/J LANG ARTS 2

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 7

Educator Certifications

Middle Grades English (Middle Grades 5-9)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

English (Grades 6-12)

English Speakers of Other Languages (Elementary and Secondary Grades K-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement

Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement

English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

M/J Language Arts 2 Advanced (#1001050) 2015 - 2022 (current)

Course Standards

Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

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

Name	Description
LAFS.7.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LAFS.7.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). Spell correctly.
LAFS.7.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LAFS.7.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.7.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
LAFS.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LAFS.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LAFS.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LAFS.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LAFS.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LAFS.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.2.6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

LAFS.7.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.7.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.7.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.7.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LAFS.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
LAFS.7.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
HE.7.B.3.3:	Compare a variety of technologies to gather health information. Clarifications: WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
HE.7.B.4.1:	Apply effective communication skills when interacting with others to enhance health. Clarifications: Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
HE.7.B.4.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Clarifications:

	Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. Clarifications: Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.4.4:	Demonstrate how to ask for assistance to enhance the health of self and others. Clarifications: "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
HE.7.B.5.1:	Predict when health-related situations require the application of a thoughtful decision-making process. Clarifications: Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.
HE.7.C.1.2:	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Clarifications: Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.
HE.7.C.2.5:	Analyze how messages from media influence health behaviors. Clarifications: Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.7.C.2.11:	Analyze media and political communications (bias, symbolism, propaganda). Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.7.C.2.13:	Examine multiple perspectives on public and current issues. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

General Course Information and Notes

VERSION DESCRIPTION

Course Description: The purpose of this course is to provide grade 7 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and

extended text discussions

- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 1001050	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: English/Language Arts > SubSubject: English > Abbreviated Title: M/J LANG ARTS 2 ADV Course Length: Year (Y) Course Attributes: <ul style="list-style-type: none">• Class Size Core Required Course Level: 3
Course Type: Core Academic Course	
Course Status: Course Approved	
Grade Level(s): 7	

Educator Certifications

Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
English (Grades 6-12)

M/J English 2 Cambridge Lower Secondary (#1001055) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-secondary-1/cambridge-secondary-1/curriculum/.

GENERAL INFORMATION

Course Number: 1001055

Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** English/Language Arts >
SubSubject: English >

Abbreviated Title: M/J ENG 2 CLS

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 6,7,8

Course Level: 3

Educator Certifications

Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
English (Grades 6-12)
English (Elementary Grades 1-6)

M/J International Baccalaureate MYP Language & Literature 2 (#1001060) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

GENERAL INFORMATION

Course Number: 1001060

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: English >

Abbreviated Title: M/J IB MYP LANG/LIT2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Middle Grades English (Middle Grades 5-9)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

English (Grades 6-12)

English (Elementary Grades 1-6)

M/J Language Arts 3 (#1001070) 2015 - 2022 (current)

Course Standards

Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

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

Name	Description
LAFS.8.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.
LAFS.8.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.
LAFS.8.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LAFS.8.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LAFS.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LAFS.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LAFS.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.8.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.8.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
LAFS.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health.
	Clarifications:

	Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. Clarifications: Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.4.4:	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
HE.8.B.5.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. Clarifications: Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
HE.8.C.1.2:	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. Clarifications: Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
HE.8.C.2.5:	Research marketing strategies behind health-related media messages. Clarifications: Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.8.C.1.5:	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
SS.8.C.1.6:	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To

access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.

GENERAL INFORMATION

Course Number: 1001070

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: English >

Abbreviated Title: M/J LANG ARTS 3

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 8

Educator Certifications

Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
English (Grades 6-12)
English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

M/J Language Arts 3 Advanced (#1001080) 2015 - 2022 (current)

Course Standards

Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

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

Name	Description
LAFS.8.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.
LAFS.8.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.
LAFS.8.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LAFS.8.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LAFS.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LAFS.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

LAFS.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LAFS.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.8.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Write arguments to support claims with clear reasons and relevant evidence.
LAFS.8.W.1.1:	<ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LAFS.8.W.1.2:	<ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LAFS.8.W.1.3:	<ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.8.W.3.9:	<ul style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
LAFS.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Illustrate skills necessary for effective communication with family, peers, and others to enhance health.

HE.8.B.4.1:	Clarifications: Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
	Examine the possible causes of conflict among youth in schools and communities.
HE.8.B.4.3:	Clarifications: Relationships, territory, jealousy, and gossip/rumors.
	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.
HE.8.B.4.4:	Clarifications: Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
	Determine when health-related situations require the application of a thoughtful prepared plan of action.
HE.8.B.5.1:	Clarifications: Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
HE.8.C.1.2:	Clarifications: Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
	Research marketing strategies behind health-related media messages.
HE.8.C.2.5:	Clarifications: Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.8.C.1.5:	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
SS.8.C.1.6:	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

General Course Information and Notes

VERSION DESCRIPTION

Course Description: The purpose of this course is to provide grade 8 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 1001080

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: English >

Abbreviated Title: M/J LANG ARTS 3 ADV

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 8

Course Level: 3

Educator Certifications

Middle Grades English (Middle Grades 5-9)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

English (Grades 6-12)

M/J English 3 Cambridge Lower Secondary (#1001085) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-secondary-1/cambridge-secondary-1/curriculum/.

GENERAL INFORMATION

Course Number: 1001085	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: English/Language Arts > SubSubject: English >
	Abbreviated Title: M/J ENG 3 CLS
	Course Length: Year (Y)
	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Course Type: Core Academic Course	Course Level: 3
Course Status: Course Approved	
Grade Level(s): 6,7,8	

Educator Certifications

Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
English (Grades 6-12)
English (Elementary Grades 1-6)

M/J International Baccalaureate MYP Language & Literature 3 (#1001090) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
ibo.org/en/programmes/

GENERAL INFORMATION

Course Number: 1001090

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** English/Language Arts >
SubSubject: English >

Abbreviated Title: M/J IB MYP LANG/LIT3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Middle Grades English (Middle Grades 5-9)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

English (Grades 6-12)

English (Elementary Grades 1-6)

English 1 (#1001310) 2015 - 2022 (current)

Course Standards

Additional Requirements:

The following Florida Standards are applicable to all content areas.

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

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.910.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Monitor current public issues in Florida.
SS.912.C.2.10:	Clarifications: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide English 1 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 1001310

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12,30,31

Graduation Requirement: English

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** English/Language Arts

> **SubSubject:** English >

Abbreviated Title: ENG 1

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Educator Certifications

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

Equivalent Courses

1001415-Pre-Advanced Placement English 1

Equivalency start year: 2018

English 1 for Credit Recovery (#1001315) 2015 - 2022 (current)

Course Standards

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused *through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

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

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

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

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. *Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.910.L.1.1a*

Additional Requirements:

The following Florida Standards are applicable to all content areas.

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

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.910.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

	<p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p>Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p>Clarifications: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide grade 9 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn from analysis of literature and informational texts from varied literary periods to examine:
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1001315

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Abbreviated Title: ENG 1 CR

Course Length: Credit Recovery (R)

Course Level: 2

Educator Certifications

- English (Grades 6-12)
- Middle Grades English (Middle Grades 5-9)

English Honors 1 (#1001320) 2015 - 2022 (current)

Course Standards

Additional Requirements:

The following Florida Standards are applicable to all content areas.

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

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.910.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.C.2.10:	Monitor current public issues in Florida. Clarifications: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide grade 9 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning

- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 1001320	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: English >
Number of Credits: One (1) credit	Abbreviated Title: ENG HON 1 Course Length: Year (Y) Course Attributes: <ul style="list-style-type: none">• Honors• Class Size Core Required
Course Type: Core Academic Course	Course Level: 3
Course Status: Course Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: English	

Educator Certifications

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

Equivalent Courses

1001415-Pre-Advanced Placement English 1 Equivalency start year: 2018
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English 2 (#1001340) 2015 - 2022 (current)

Course Standards

Additional Requirements:

The following Florida Standards are applicable to all content areas.

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

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.910.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
SS.912.C.2.10:	Monitor current public issues in Florida. Clarifications: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION	
<p>Course Number: 1001340</p> <p>Number of Credits: One (1) credit</p> <p>Course Type: Core Academic Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 9,10,11,12</p> <p>Graduation Requirement: English</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: English ></p> <p>Abbreviated Title: ENG 2</p> <p>Course Length: Year (Y)</p> <p>Course Attributes:</p> <ul style="list-style-type: none"> • Class Size Core Required <p>Course Level: 2</p>

Educator Certifications

English (Grades 6-12)

Equivalent Courses

1001416-Pre-Advanced Placement English 2 Equivalency start year: 2020
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English 2 for Credit Recovery (#1001345) 2015 - 2022 (current)

Course Standards

Additional Requirements:

The following Florida Standards are applicable to all content areas.

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

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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LAFS.910.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.

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

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

<p>Course Number: 1001345</p> <p>Number of Credits: One (1) credit</p> <p>Course Type: Elective Course</p> <p>Course Status: Draft - Course Pending Approval</p> <p>Grade Level(s): 9,10,11,12</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: English ></p> <p>Abbreviated Title: ENG 2 CR</p> <p>Course Length: Credit Recovery (R)</p> <p>Course Level: 2</p>
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Educator Certifications

English (Grades 6-12)

English Honors 2 (#1001350) 2015 - 2022 (current)

Course Standards

Additional Requirements:

The following Florida Standards are applicable to all content areas.

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

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.910.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
SS.912.C.2.10:	Monitor current public issues in Florida. Clarifications: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide grade 10 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 1001350

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Number of Credits: Nine credits (9)

Abbreviated Title: ENG HON 2

Course Length: Year (Y)

Course Attributes:

- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

Equivalent Courses

1001416-Pre-Advanced Placement English 2
Equivalency start year: 2020

English 3 (#1001370) 2015 - 2022 (current)

Course Standards

Additional Requirements:

The following Florida Standards for Mathematical Practice are applicable to all content areas.

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

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or

	characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. Clarifications: Using “I” messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Clarifications: Validate other’s opinions, use direct statement, use active statement, and offer alternatives.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Clarifications: Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 1001370

Course Path: **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Number of Credits: One (1) credit

Abbreviated Title: ENG 3

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

English 3 for Credit Recovery (#1001375) 2015 - 2022 (current)

Course Standards

Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable in all content areas.

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

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or

	characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. Clarifications: Using “I” messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Clarifications: Validate other’s opinions, use direct statement, use active statement, and offer alternatives.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Clarifications: Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts

- responding to literature for personal and analytical purposes
- writing narratives to develop real or imagined events
- writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

<p>Course Number: 1001375</p> <p>Number of Credits: One (1) credit</p> <p>Course Type: Elective Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 9,10,11,12</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: English ></p> <p>Abbreviated Title: ENG 3 CR</p> <p>Course Length: Credit Recovery (R)</p> <p>Course Level: 2</p>
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Educator Certifications

English (Grades 6-12)

English Honors 3 (#1001380) 2015 - 2022 (current)

Course Standards

Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable in all content areas.

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

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or

	characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Clarifications: Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. Clarifications: Using “I” messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Clarifications: Validate other’s opinions, use direct statement, use active statement, and offer alternatives.

General Course Information and Notes

VERSION DESCRIPTION

Course Description: The purpose of this course is to provide grade 11 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims

- crafting coherent, supported informative/expository texts
- responding to literature for personal and analytical purposes
- writing narratives to develop real or imagined events
- writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 1001380

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Number of Credits: One (1) credit

Abbreviated Title: ENG HON 3

Course Length: Year (Y)

Course Attributes:

- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

English 4 (#1001400) 2015 - 2022 (current)

Course Standards

Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable in all content areas.

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

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or

	characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Clarifications: Examples are education, transportation, crime prevention, funding of services.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide grade 12 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 1001400

Course Path: **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Number of Credits: One (1) credit

Abbreviated Title: ENG 4

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

English 4 for Credit Recovery (#1001402) 2015 - 2022 (current)

Course Standards

Additional Requirements:

The following Florida State Standards for Mathematical Practices are applicable in all content areas.

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

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or

	characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Clarifications: Examples are education, transportation, crime prevention, funding of services.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide grade 12 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1001402

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Abbreviated Title: ENG 4 CR

Number of Credits: One (1) credit

Course Length: Credit Recovery (R)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

English (Grades 6-12)

English 4: Florida College Prep (#1001405) 2019 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the <i>Preamble to the Constitution</i> , the <i>Bill of Rights</i> , and <i>Lincoln's Second Inaugural Address</i>) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a

	topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, or orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.4.3:	Clarifications:

	Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Clarifications: Examples are education, transportation, crime prevention, funding of services.

General Course Information and Notes

VERSION DESCRIPTION

This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses.

GENERAL NOTES

The content should include, but not be limited to, the following:

demonstrating successful reading of argument, including recognizing bias and supporting details; demonstrating successful reading of fact and opinion, including recognizing inferences and main ideas; demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text, including recognizing purpose and tone of informational reading; demonstrating successful understanding of vocabulary in context and through writing effective sentence structures; effectively implementing patterns of paragraph development; recognizing and solving common sentence development problems; reading and modeling mentor essays; and understanding and using language, grammar, and mechanics effectively.

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1001405

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Number of Credits: One (1) credit

Abbreviated Title: ENG 4: FL COLL PREP

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

English Honors 4 (#1001410) 2015 - 2022 (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

	(Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, or orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Clarifications: Examples are education, transportation, crime prevention, funding of services.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide grade 12 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

<p>Course Number: 1001410</p> <p>Number of Credits: One (1) credit</p> <p>Course Type: Core Academic Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 9,10,11,12</p> <p>Graduation Requirement: English</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: English ></p> <p>Abbreviated Title: ENG HON 4</p> <p>Course Length: Year (Y)</p> <p>Course Attributes:</p> <ul style="list-style-type: none"> • Class Size Core Required <p>Course Level: 3</p>
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Educator Certifications

English (Grades 6-12)

Pre-Advanced Placement English 1 (#1001415) 2018 - And Beyond

(current)

General Course Information and Notes

VERSION DESCRIPTION

The course description for this Pre-Advanced Placement (Pre-AP) course is located on the College Board site at pre-ap.collegeboard.org/courses.

GENERAL INFORMATION

Course Number: 1001415	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: English >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AP ENGLISH 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9	<ul style="list-style-type: none">• Honors
Graduation Requirement: English	Course Level: 3

Educator Certifications

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

Equivalent Courses

1001320-English Honors 1
Equivalency start year: 2018
1001310-English 1
Equivalency start year: 2018

Pre-Advanced Placement English 2 (#1001416) 2020 - And Beyond

(current)

General Course Information and Notes

GENERAL NOTES

The course description for this Pre-Advanced Placement (Pre-AP) course is located on the College Board site at pre-ap.collegeboard.org/courses.

GENERAL INFORMATION

Course Number: 1001416	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: English >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AP ENGLISH 2
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 10	<ul style="list-style-type: none">Advanced Placement (AP)
Graduation Requirement: English	Course Level: 3

Educator Certifications

English (Grades 6-12)

Equivalent Courses

1001350-English Honors 2
Equivalency start year: 2020
1001340-English 2
Equivalency start year: 2020

Advanced Placement English Language and Composition (#1001420) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The course description for this Advanced Placement courses is located on the College Board site at apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

Course Number: 1001420

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Number of Credits: One (1) credit

Abbreviated Title: AP ENG COMPO

Course Length: Year (Y)

Course Attributes:

- Advanced Placement (AP)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

Advanced Placement English Language and Composition Innovation (#1001425) 2015 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The course description for this Advanced Placement course is located on the College Board website at apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

This course is a CAPE Innovation course under Sections 1003.4203 and 1008.44, Florida Statutes. In addition to the Advanced Placement content and examinations, this course includes career performance expectations, specifically, the attainment of the Microsoft Office Specialist for Word (2013 version or higher) certification.

GENERAL INFORMATION

Course Number: 1001425

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Number of Credits: One (1) credit

Abbreviated Title: AP ENG COMPO INNOV

Course Length: Year (Y)

Course Attributes:

- Advanced Placement (AP)

Course Level: 3

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

Advanced Placement English Literature and Composition (#1001430)

2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The course description for this Advanced Placement courses is located on the College Board site at apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL NOTES

A. Major concepts/content. The purpose of this course is to study and practice writing and to study literature. Students will learn to use the modes of discourse and recognize the assumptions underlying various rhetorical strategies. Students will also acquire an understanding of the resources of the language and of the writer's craft. They will develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience.

The content should include, but not be limited to, the following:

-the content specified by the Advanced Placement Program

B. Special note. None

VERSION REQUIREMENTS

C. Course Requirements. After successfully completing this course, the student will:

1. Demonstrate knowledge of connotation, metaphor, irony, syntax, and tone as resources of language.
2. Apply critical standards independently, orally and in writing, to specific literary works.
3. Use effective rhetorical strategies in writing tasks.
4. Write for a variety of purposes, and in a variety of modes and styles.
5. Explain the relationships among styles, subjects, and audiences in writing and in literature.
6. Recognize relationships between literary works and the contemporary experience and/or historical contexts.

GENERAL INFORMATION

Course Number: 1001430

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** English/Language Arts

> **SubSubject:** English >

Abbreviated Title: AP ENG LIT COMPO

Course Length: Year (Y)

Course Attributes:

- Advanced Placement (AP)

Course Level: 3

Educator Certifications

English (Grades 6-12)

Applied Communications 1 (#1001460) 2015 - And Beyond (current)

Course Standards

Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable in all content areas.

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

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or

	characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Clarifications: Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to develop initial college and career readiness communication skills within the context of a career and technical work environment, including community collaboration and leadership.

The content should include, but not be limited to, the following:

- using problem solving skills and research skills primarily in career and technical profession contexts
- reading on-grade level informational and technical texts to obtain and analyze information and synthesize into evidence supporting the text
- writing informational and argument texts to communicate information and ideas with an emphasis on career, technical, and occupational tasks
- using listening and speaking skills to obtain and communicate information and ideas regarding career and technical workforce collaboration and success
- understanding interpersonal relationships in business, career, and technical environments through the study of appropriate on grade-level fiction, non-fiction, and related primary documents
- using highly complex digital and multimedia informational text, along with appropriate electronic tools to enable and enhance workplace transactions
- using listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaborating amongst peers

GENERAL NOTES

Special Notes:

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

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

5. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1001460	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: English >
Number of Credits: One (1) credit	Abbreviated Title: APPL COMMS 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 11,12	<ul style="list-style-type: none">• Class Size Core Required
Graduation Requirement: English	Course Level: 2

Educator Certifications

English (Grades 6-12)
Business Education (Grades 6-12)

Applied Communications 2 (#1001470) 2015 - And Beyond (current)

Course Standards

Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable in all content areas.

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

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. Clarifications: Using “I” messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Clarifications: Validate other’s opinions, use direct statement, use active statement, and offer alternatives.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Clarifications: Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to develop complex college and career readiness communication skills within the context of a career and technical work environment, including community collaboration and leadership.

The content should include, but not be limited to, the following:

- using problem solving skills and research skills primarily in career and technical profession contexts
- reading on-grade level informational and technical texts of high complexity to obtain and analyze information and synthesize into evidence supporting the text
- reading on-grade level literary text to obtain information and integrate knowledge of selected texts in listed standards
- writing informational and argument texts to communicate information and ideas with an emphasis on career, technical, and occupational tasks
- using listening and speaking skills to obtain and communicate information and ideas regarding career and technical workforce collaboration and success
- understanding interpersonal relationships in business, career, and technical environments through the study of appropriate on grade-level fiction and related primary documents
- using highly complex digital and multimedia informational text, along with appropriate electronic tools to enable and enhance workplace transactions
- using listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaborating amongst peers

GENERAL NOTES

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1001470

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** English/Language Arts
> **SubSubject:** English >

Number of Credits: One (1) credit

Abbreviated Title: APPL COMMS 2

Course Type: Core Academic Course

Course Length: Year (Y)

Course Status: Course Approved

Course Attributes:

- Class Size Core Required

Grade Level(s): 9,10,11,12

Course Level: 2

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)
Business Education (Grades 6-12)

Communications Methodology Honors (#1001480) 2015 - And

Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LAFS.1112.SL.1.1:	<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
LAFS.1112.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</p>
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to highly refine communication and critical-thinking skills important for success in college and career readiness.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

The content should include, but not be limited to, the following:

- using problem solving skills and research skills
- reading on-grade level informational and technical texts of high complexity to obtain and analyze information and synthesize into evidence supporting the text
- reading on-grade level literary text to obtain information and integrate knowledge of selected texts in listed standards
- writing informational and argument texts to communicate information and ideas
- using listening and speaking skills to obtain and communicate information and ideas
- using highly complex digital and multimedia informational text, along with appropriate electronic tool
- using listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaborating amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1001480

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** English/Language Arts

> **SubSubject:** English >

Abbreviated Title: COMMS MTH HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

English (Grades 6-12)

Cambridge AICE English Language AS Level (#1001550) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 1001550

Course Path: **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Number of Credits: One (1) credit

Abbreviated Title: AICE ENG LANG AS

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

Cambridge AICE English Language 2 A Level (#1001551) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit visitcie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 1001551	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: English >
Number of Credits: One (1) credit	Abbreviated Title: AICE ENG LANG 2 AL
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Graduation Requirement: English	Course Level: 3

Educator Certifications

English (Grades 6-12)

Cambridge AICE English Language and Literature AS Level (#1001555) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit visitcie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 1001555	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: English >
Number of Credits: One (1) credit	Abbreviated Title: AICE ENG LANG/LIT AS Course Length: Year (Y) Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Course Type: Core Academic Course	Course Level: 3
Course Status: Course Approved	
Graduation Requirement: English	

Educator Certifications

English (Grades 6-12)

Cambridge Pre-AICE English Language IGCSE Level (#1001560) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit visitcie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/.

GENERAL INFORMATION

Course Number: 1001560	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: English >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AICE ENG LANG
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Graduation Requirement: English	Course Level: 3

Educator Certifications

English (Grades 6-12)

Florida's Preinternational Baccalaureate English

1 (#1001800) 2015 - 2022 (current)

Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal

	tone).
LAFS.910.RL.2.5:	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.910.RL.4.10:	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.910.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
SS.912.C.2.10:	Monitor current public issues in Florida. Clarifications: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of highly advanced, varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- advanced writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- astute listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- extensive collaboration amongst peers

Special Notes:

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the

whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1001800	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: English >
Number of Credits: One (1) credit	Abbreviated Title: FL PRE-IB ENG 1
	Course Length: Year (Y)
	Course Attributes: <ul style="list-style-type: none">• Honors
Course Type: Core Academic Course	Course Level: 3
Course Status: Draft - Course Pending Approval	
Grade Level(s): 9,10	
Graduation Requirement: English	

Educator Certifications

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

Florida's Preinternational Baccalaureate English

2 (#1001810) 2015 - 2022 (current)

Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal

	tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.910.RL.4.10:	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.910.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
SS.912.C.2.10:	Monitor current public issues in Florida. Clarifications: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of highly advanced, varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- advanced writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - astute listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- extensive collaboration amongst peers

Special Notes:

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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

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

GENERAL INFORMATION

Course Number: 1001810

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Abbreviated Title: FL PRE-IB ENG 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

International Baccalaureate English Literature 1 (#1001816) 2017 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1001816	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: Literature >
Number of Credits: One (1) credit	Abbreviated Title: IB ENGLISH LIT 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
Graduation Requirement: English	Course Level: 3

Educator Certifications

English (Grades 6-12)

International Baccalaureate English Literature 2 (#1001818) 2017 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1001818

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

Abbreviated Title: IB ENGLISH LIT 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

English (Grades 6-12)

International Baccalaureate English Literature3 (#1001820) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

This course will provide academic rigor and relevance through a comprehensive curriculum based on the appropriate Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1001820

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** English/Language Arts

> **SubSubject:** Literature >

Abbreviated Title: IB ENGLISH LIT 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

English (Grades 6-12)

International Baccalaureate English Literature 4 (#1001830) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

This course will provide academic rigor and relevance through a comprehensive curriculum based on the appropriate Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1001830

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** English/Language Arts

> **SubSubject:** Literature >

Abbreviated Title: IB ENGLISH LIT 4

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

English (Grades 6-12)

International Baccalaureate Mid Yrs Prog English 1 (#1001840) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1001840	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: English >
Number of Credits: One (1) credit	Abbreviated Title: IB MYP ENG 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
Graduation Requirement: English	Course Level: 3

Educator Certifications

Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)

International Baccalaureate Mid Yrs Prog English 2 (#1001845) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1001845

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Abbreviated Title: IB MYP ENG 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

English (Grades 6-12)

International Baccalaureate English B 1 (#1001870) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1001870

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Number of Credits: One (1) credit

Abbreviated Title: IB ENGLISH B 1

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Graduation Requirement: English

Educator Certifications

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

International Baccalaureate English Ab Initio 1 (#1001880) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1001880	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: English >
Number of Credits: One (1) credit	Abbreviated Title: IB ENG AB INITIO 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">• International Baccalaureate (IB)
Graduation Requirement: English	Course Level: 3

Educator Certifications

Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)

International Baccalaureate English Ab Initio 2 (#1001885) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1001885	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: English >
Number of Credits: One (1) credit	Abbreviated Title: IB ENG AB INITIO 2
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">International Baccalaureate (IB)
Graduation Requirement: English	Course Level: 3

Educator Certifications

Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)

M/J Language Arts 1 Through ESOL (#1002000) 2015 - And Beyond

(current)

Course Standards

Reading Literature

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text

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

Writing

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

Speaking and Listening

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

Language

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.6.L.1.1c, LAFS.6.L.1.1d, LAFS.6.1.1e, LAFS.6.L.2.3a, LAFS.6.L.2.3b**

Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

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

Name	Description
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LAFS.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.
LAFS.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style Maintain consistency in style and tone.
LAFS.6.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful,

	thrifty).
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RI.1.3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LAFS.6.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LAFS.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LAFS.6.RI.2.6:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LAFS.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.1.3:	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LAFS.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LAFS.6.RL.2.6:	Explain how an author develops the point of view of the narrator or speaker in a text.
LAFS.6.RL.3.7:	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
LAFS.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LAFS.6.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.6.SL.1.1:	<ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.6.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.
LAFS.6.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.
LAFS.6.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

	<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
LAFS.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>
LAFS.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
HE.6.B.3.3:	<p>Investigate a variety of technologies to gather health information.</p> <p>Clarifications: Thermometer, television, Internet, audio books, and technology tools.</p>
HE.6.B.4.1:	<p>Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health.</p> <p>Clarifications: Role playing, short stories, and open-ended scenarios.</p>
HE.6.B.4.2:	<p>Practice refusal skills and negotiation skills to reduce health risks.</p> <p>Clarifications: Assertiveness, compromising, and use of "I" messages.</p>
HE.6.B.4.3:	<p>Demonstrate effective conflict-management and/or resolution strategies.</p> <p>Clarifications: Talk to an adult, anger management, and conflict mediation.</p>
HE.6.B.4.4:	<p>Compile ways to ask for assistance to enhance the health of self and others.</p> <p>Clarifications: Verbalize, write, and ask others for help.</p>
HE.6.B.5.1:	<p>Investigate health-related situations that require the application of a thoughtful decision-making process.</p> <p>Clarifications: Peer pressure, exposure to unsupervised firearms, and tobacco use.</p>
HE.6.C.1.2:	<p>Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.</p> <p>Clarifications: Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.</p>
HE.6.C.2.5:	<p>Examine how media influences peer and community health behaviors.</p> <p>Clarifications: Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.</p>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.6.C.2.1:	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable middle school students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:

- text craft and structure
- elements of literature
- arguments and claims supported by textual evidence
- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.

GENERAL INFORMATION

<p>Course Number: 1002000</p> <p>Course Type: Core Academic Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 6</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: English/Language Arts > SubSubject: English for Speakers of Other Languages > Abbreviated Title: M/J LANG ARTS 1 ESOL Course Length: Year (Y) Course Attributes:</p> <ul style="list-style-type: none"> • Class Size Core Required <p>Course Level: 2</p>
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Educator Certifications

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

M/J Language Arts 2 Through ESOL (#1002010) 2015 - And Beyond

(current)

Course Standards

Reading Literature

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also *infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Writing

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

Speaking and Listening

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

Language

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. *Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.7.L.1.1c, LAFS.L.2.3a*

Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

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

Name	Description
LAFS.7.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LAFS.7.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). Spell correctly.
LAFS.7.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LAFS.7.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.7.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
LAFS.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

LAFS.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LAFS.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LAFS.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LAFS.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LAFS.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LAFS.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.2.6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LAFS.7.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.7.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.7.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.7.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LAFS.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
LAFS.7.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
HE.7.B.3.3:	Compare a variety of technologies to gather health information. Clarifications: WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
HE.7.B.4.1:	Apply effective communication skills when interacting with others to enhance health. Clarifications: Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
HE.7.B.4.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Clarifications: Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. Clarifications: Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.4.4:	Demonstrate how to ask for assistance to enhance the health of self and others. Clarifications: "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
HE.7.B.5.1:	Predict when health-related situations require the application of a thoughtful decision-making process. Clarifications: Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.
HE.7.C.1.2:	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Clarifications: Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.
HE.7.C.2.5:	Analyze how messages from media influence health behaviors. Clarifications: Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.7.C.2.11:	Analyze media and political communications (bias, symbolism, propaganda). Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.7.C.2.13:	Examine multiple perspectives on public and current issues. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standards should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.

GENERAL INFORMATION

Course Number: 1002010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: English for Speakers of Other Languages >

Abbreviated Title: M/J LANG ARTS 2 ESOL

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 7

Educator Certifications

English Speakers of Other Languages (Elementary and Secondary Grades K-12)

Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement

M/J Language Arts 3 Through ESOL (#1002020) 2015 - And Beyond

(current)

Course Standards

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text

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

Writing

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

Speaking and Listening

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

Language

Standards Notes: The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.8.L.1.1d.**

Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

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

Name	Description
LAFS.8.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.
LAFS.8.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.
LAFS.8.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LAFS.8.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LAFS.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LAFS.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LAFS.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LAFS.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.8.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.8.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

	<p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>
LAFS.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
HE.8.B.3.3:	<p>Recommend a variety of technologies to gather health information.</p> <p>Clarifications: Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.</p>
HE.8.B.4.1:	<p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health.</p> <p>Clarifications: Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.</p>
HE.8.B.4.3:	<p>Examine the possible causes of conflict among youth in schools and communities.</p> <p>Clarifications: Relationships, territory, jealousy, and gossip/rumors.</p>
HE.8.B.4.4:	<p>Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.</p>
HE.8.B.5.1:	<p>Determine when health-related situations require the application of a thoughtful prepared plan of action.</p> <p>Clarifications: Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.</p>
HE.8.C.1.2:	<p>Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.</p> <p>Clarifications: Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.</p>
HE.8.C.2.5:	<p>Research marketing strategies behind health-related media messages.</p> <p>Clarifications: Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.</p>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.8.C.1.5:	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
SS.8.C.1.6:	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

GENERAL NOTES

General Notes:

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:

- text craft and structure
- elements of literature
- arguments and claims supported by textual evidence
- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standards should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.

GENERAL INFORMATION

<p>Course Number: 1002020</p> <p>Course Type: Core Academic Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 8</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: English/Language Arts > SubSubject: English for Speakers of Other Languages ></p> <p>Abbreviated Title: M/J LANG ARTS 3 ESOL</p> <p>Course Length: Year (Y)</p> <p>Course Attributes:</p> <ul style="list-style-type: none"> • Class Size Core Required <p>Course Level: 2</p>
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Educator Certifications

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

M/J English Language Development (MC) (#1002180) 2018

- And Beyond (current)

Course Standards

Name	Description
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
ELD.K12.ELL.SC.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable middle school students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading and writing skills so that students are able to successfully comprehend middle school grade-level text independently, as well as communicate for social and instructional purposes within the school setting. Instruction will emphasize reading comprehension, writing fluency, and academic vocabulary through various levels of complexity. Texts used for instruction focus on a wide range of topics in Language Arts, Mathematics, Science, Social Studies and academic language in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities, as well as cite evidence when answering text-dependent questions orally and in writing. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text. Explicit support is decreased or removed progressively as the reading and writing abilities of the students improve over time. The course will also provide extensive opportunities for students to learn English by communicating and collaborating with their teachers and peers for social and acculturation purposes.

The multiple credit course is a multi-grade-level elective that should be designed with the following student considerations:

- grade-level content
- proficiency level in English
- instructional needs

This course should be tailored to meet the needs of the individual student. Appropriate benchmarks from the following set of standards should be identified to develop an appropriate curriculum.

GENERAL NOTES

Additional Notes: To ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in ELLs. To do this, the following practices should be incorporated in the course:

1. Providing opportunities for listening, speaking, reading and writing English skills.
2. Scaffolding of close reading that does not preempt or replace text.
3. Delivering systematic instruction in academic and social vocabulary.
4. Applying grammatical structures and conventions through explicit instruction.
5. Increasing the amount and complexity of text read and independent writing.
6. Asking high-level, communicative and text-specific questions which requires high-level student responses.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.

GENERAL INFORMATION

Course Number: 1002180

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** English/Language Arts >
SubSubject: English for Speakers of Other
Languages >

Abbreviated Title: M/J ENGLISH LANG DEV

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 6,7,8

Course Level: 2

Educator Certifications

English Speakers of Other Languages (Elementary and Secondary Grades K-12)

Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement

Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement

English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement

Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

M/J Developmental Language Arts Through ESOL (Reading) (#1002181) 2015 - And Beyond (current)

Course Standards

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text

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

Writing

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

Speaking and Listening

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

Language

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

Name	Description
LAFS.6.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RI.1.3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LAFS.6.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LAFS.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LAFS.6.RI.2.6:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LAFS.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.1.3:	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

LAFS.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LAFS.6.RL.2.6:	Explain how an author develops the point of view of the narrator or speaker in a text.
LAFS.6.RL.3.7:	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
LAFS.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LAFS.6.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
LAFS.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.7.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.7.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
LAFS.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LAFS.7.RI.2.6:	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LAFS.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LAFS.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LAFS.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LAFS.7.RL.2.5:	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

LAFS.7.RL.2.6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LAFS.7.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
LAFS.7.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.8.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LAFS.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LAFS.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

LAFS.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LAFS.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
LAFS.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable middle school students who are native speakers of languages other than English instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

The multiple credit courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.

GENERAL NOTES

General Notes:

The course includes, but is not limited to, the following:

- determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas;
- interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone;
- analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole;
- integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words;
- delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence;
- analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take;
- writing in response to reading, emulating authors' structures, word choices, styles, etc.

Additional Notes: Students entering the upper grades who are not reading and writing on grade level have a variety of intervention needs. No single program or strategy can be successful in remediating the needs of all students. The intervention course should require that students increase the amount and complexity of text they read and write independently throughout the school year to ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers.

The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

Special Notes:

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

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

Achievement on standardized tests assessing reading and writing skills is a reflection of students' confidence and competence in reading. Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance.

In those instances when this course is repeated, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

The College and Career Readiness (CCR) standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement plus Reading Endorsement.

GENERAL INFORMATION

Course Number: 1002181	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: English/Language Arts > SubSubject: English for Speakers of Other Languages > Abbreviated Title: M/J DE LA ESOL-READ
Number of Credits: Multiple Credit (more than 1 credit)	Course Length: Year (Y)
Course Type: Elective Course	Course Attributes: <ul style="list-style-type: none">• Class Size Core Required
Course Status: Course Approved	
Grade Level(s): 6,7,8	

Educator Certifications

English Speakers of Other Languages (Elementary and Secondary Grades K-12) Plus Reading Endorsement
English (Grades 6-12) Plus Reading Endorsement
Reading (Elementary and Secondary Grades K-12) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement Plus Reading Endorsement
Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement

English 1 Through ESOL (#1002300) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.910.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
SS.912.C.2.10:	Monitor current public issues in Florida. Clarifications: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

GENERAL NOTES

General Notes:

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.

GENERAL INFORMATION

Course Number: 1002300	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: English for Speakers of Other Languages >
Number of Credits: One (1) credit	Abbreviated Title: ENG 1 THROUGH ESOL Course Length: Year (Y) Course Attributes: <ul style="list-style-type: none">• Class Size Core Required
Course Type: Core Academic Course	Course Level: 2
Course Status: Course Approved	
Grade Level(s): 9,10,11,12	
Graduation Requirement: English	

Educator Certifications

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

English 2 Through ESOL (#1002310) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.910.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
SS.912.C.2.10:	Monitor current public issues in Florida. Clarifications: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.

GENERAL INFORMATION

Course Number: 1002310

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English for Speakers of Other Languages >

Abbreviated Title: ENG 2 THROUGH ESOL

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Educator Certifications

English Speakers of Other Languages (Elementary and Secondary Grades K-12)

English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

English 3 Through ESOL (#1002320) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

	(Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, or orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. Clarifications: Using “I” messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Clarifications: Validate other’s opinions, use direct statement, use active statement, and offer alternatives.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Clarifications: Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.

GENERAL INFORMATION

<p>Course Number: 1002320</p> <p>Number of Credits: One (1) credit</p> <p>Course Type: Core Academic Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 9,10,11,12</p> <p>Graduation Requirement: English</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: English for Speakers of Other Languages ></p> <p>Abbreviated Title: ENG 3 THROUGH ESOL</p> <p>Course Length: Year (Y)</p> <p>Course Attributes:</p> <ul style="list-style-type: none"> • Class Size Core Required <p>Course Level: 2</p>
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Educator Certifications

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

English Language Development (#1002380) 2018 - And Beyond (current)

Course Standards

Name	Description
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
ELD.K12.ELL.SC.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable high school students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading and writing skills so that students are able to successfully comprehend high school grade-level text independently, as well as communicate for social and instructional purposes within the school setting. Instruction will emphasize reading comprehension, writing fluency, and academic vocabulary through various levels of complexity. Texts used for instruction focus on a wide range of topics in Language Arts, Mathematics, Science, Social Studies and academic language in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities, as well as cite evidence when answering text-dependent questions orally and in writing. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text. Explicit support is decreased or removed progressively as the reading and writing abilities of the students improve over time. The course will also provide extensive opportunities for students to learn English by communicating and collaborating with their teachers and peers for social and acculturation purposes.

The multiple credit course is a multi-grade-level elective that should be designed with the following student considerations:

- grade-level content
- proficiency level in English
- instructional needs

This course should be tailored to meet the needs of the individual student. Appropriate benchmarks from the following set of standards should be identified to develop an appropriate curriculum.

Additional Notes: To ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in ELLs. To do this, the following practices should be incorporated in the course:

1. Providing opportunities for listening, speaking, reading and writing English skills.
2. Scaffolding of close reading that does not preempt or replace text.
3. Delivering systematic instruction in academic and social vocabulary.
4. Applying grammatical structures and conventions through explicit instruction.
5. Increasing the amount and complexity of text read and independent writing.
6. Asking high-level, communicative and text-specific questions which requires high-level student responses.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English for Speakers of Other Languages >
Abbreviated Title: ENGLISH LANG DEV
Course Length: Multiple (M) - Course length can vary
Course Attributes:

- Class Size Core Required

Course Level: 2

Course Number: 1002380
Number of Credits: Multiple credits
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12,30,31

Educator Certifications

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

Developmental Language Arts Through ESOL (Reading) (#1002381)

2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students who are native speakers of languages other than English instruction enabling students to accelerate the development of

reading and writing skills and to strengthen these skills so they are able to successfully read, write, and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

Additional Notes: Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. The reading intervention course should require that students increase the amount and complexity of text they read independently throughout the school year, as these students do not have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in accelerating the development of reading skills in older readers. The instructional approaches should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring.

Instruction should be explicit and systematic. It should provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to ensure mastery.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement plus Reading Endorsement.

GENERAL INFORMATION

Course Number: 1002381

Course Path: **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English for Speakers of Other Languages >

Abbreviated Title: DEV LANG ARTS ESOL-R

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

English Speakers of Other Languages (Elementary and Secondary Grades K-12) Plus Reading Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement Plus Reading Endorsement
Reading (Elementary and Secondary Grades K-12) Plus English Speakers of Other Languages (ESOL) Endorsement

English 4 Through ESOL (#1002520) 2015 - And Beyond (current)

Course Standards

Additional Requirements:

The following Florida State Standards for Mathematical Practices are applicable to all content areas.

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

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or

	characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Clarifications: Examples are education, transportation, crime prevention, funding of services.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.

GENERAL INFORMATION

Course Number: 1002520	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: English for Speakers of Other Languages >
Number of Credits: One (1) credit	Abbreviated Title: ENG 4 THROUGH ESOL Course Length: Year (Y) Course Attributes: • Class Size Core Required
Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: English	Course Level: 2

Educator Certifications

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

Semantics and Logic Honors (#1004300) 2019 - 2021 (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the <i>Preamble to the Constitution</i> , the <i>Bill of Rights</i> , and <i>Lincoln's Second Inaugural Address</i>) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–

	12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students knowledge of the principles of semantics and logic using texts of high complexity and advanced integrated language arts study.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of advanced texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of informational texts from varied literary periods to examine:
 - semantic concepts of text and changes across literary periods
 - arguments and claims supported by textual evidence, including logical fallacies
 - power and impact of language
 - inductive and deductive reasoning
 - critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1004300

Number of Credits: Half credit (.5)

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** English/Language Arts

> **SubSubject:** Language and Logic >

Abbreviated Title: SEMANTICS - LOGIC HON

Course Length: Semester (S)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

English (Grades 6-12)

World Literature (#1005300) 2015 - 2021 (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Clarifications: Examples are education, transportation, crime prevention, funding of services.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. Clarifications: Using “I” messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of world literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative world literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the selections.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments, themes, and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1005300

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

Abbreviated Title: WORLD LIT

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Educator Certifications

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

American Literature (#1005310) 2015 - 2021 (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

	(Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, or orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Clarifications: Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students, using texts of high complexity, integrated language arts American literature study in reading, writing, speaking, listening, and language, in preparation for college and career readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied American literary texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied American literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1005310	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: Literature >
Number of Credits: One (1) credit	Abbreviated Title: AMER LIT
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">• Class Size Core Required
Graduation Requirement: English	Course Level: 2

Educator Certifications

English (Grades 6-12)

Modern Literature (#1005312) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LAFS.K12.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LAFS.K12.R.1.1:	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LAFS.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LAFS.K12.R.3.8:	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LAFS.K12.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LAFS.K12.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LAFS.K12.W.2.6:	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of modern literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative modern literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the literary period.

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn.
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments, themes, and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources (short and longer research) using text-based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.
- collaboration amongst peers

Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

GENERAL INFORMATION

Course Number: 1005312

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Course Path: **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** English/Language Arts

> **SubSubject:** Literature >

Abbreviated Title: MODERN LITERATURE

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Grade Level(s): 9,10,11,12,30,31

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

British Literature (#1005320) 2018 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , <i>the Preamble to the Constitution</i> , <i>the Bill of Rights</i> , and <i>Lincoln's Second Inaugural Address</i>) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Clarifications: Examples are education, transportation, crime prevention, funding of services.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of British and Commonwealth literature through advanced integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative British and Commonwealth literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments, themes, and claims supported by textual evidence
 - power and impact of language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources (short and longer research) using text-based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.

Special Notes:

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

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

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf.

GENERAL INFORMATION

Course Number: 1005320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

Number of Credits: One (1) credit

Abbreviated Title: BRITISH LITERATURE

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12,30,31

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

Contemporary Literature (#1005330) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

	(Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, or orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. Clarifications: Using “I” messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Clarifications: Examples are education, transportation, crime prevention, funding of services.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of contemporary literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative contemporary literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of varied contemporary literature and informational texts to examine:
 - text craft and structure
 - elements of literature
 - arguments, themes, and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1005330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

Number of Credits: Half credit (.5)

Abbreviated Title: CONTEMP LIT

Course Length: Semester (S)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

Classical Literature (#1005340) 2015 - 2021 (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

	(Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

LAFS.1112.W.3.9:	b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Clarifications: Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of classical literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative classical literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the literary period.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments, themes, and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1005340

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** English/Language Arts

> **SubSubject:** Literature >

Abbreviated Title: CL LIT

Course Length: Semester (S)

Course Attributes:

- Class Size Core Required

Course Level: 2

Number of Credits: Half credit (.5)

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

Humane Letters 1 - Literature (#1005345) 2019 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.RH.1.3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LAFS.1112.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LAFS.1112.RH.2.5:	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LAFS.1112.RH.2.6:	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LAFS.1112.RH.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
LAFS.1112.RH.3.8:	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
LAFS.1112.RH.3.9:	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LAFS.1112.RH.4.10:	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LAFS.910.W.1.2:	<p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.K12.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.K12.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LAFS.K12.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LAFS.K12.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LAFS.K12.L.3.5:	Demonstrate understanding of word relationships and nuances in word meanings.
LAFS.K12.L.3.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. Clarifications: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications. Review different economic and philosophic ideologies.
SS.912.A.3.10:	Clarifications: Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts. Clarifications: Examples are classical architecture, protest music, Native American dance, Japanese Noh.

General Course Information and Notes

VERSION DESCRIPTION

Humane Letters 1 - Literature can be taught independently or in conjunction with Humane Letters 1 - History.

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

GENERAL NOTES

GENERAL NOTES

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: SS.pdf

GENERAL INFORMATION

Course Number: 1005345

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

Abbreviated Title: HUM LETTERS 1 - LIT

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

Literature and the Arts 1 Honors (#1005350) 2019 - And Beyond (current)

Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.910.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
MU.912.F.1.1:	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.1:	Clarifications: e.g., patriotic, folk, celebration, entertainment, spiritual
MU.912.H.1.4:	Analyze how Western music has been influenced by historical and current world cultures.
	Analyze the evolution of a music genre.
MU.912.H.2.3:	Clarifications: e.g., jazz, blues
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications: e.g., statuary
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.H.1.5:	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.
DA.912.H.2.1:	Clarifications: e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable grades 9-10 students, using texts and artistic works of high complexity, to develop knowledge of the relationship between literature and the fine arts through advanced integrated educational experiences of viewing, reading, writing, speaking and listening, and language. Emphasis will be on the varied cultural influences highlighting the major themes, issues, and topics associated throughout selected literary and artistic periods.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active study of varied texts and artistic pieces
- analysis of the relationships of literature and fine arts texts from varied literary periods to examine
 - artistic and literary craft and structure
 - power and impact of language and use of artistic mediums
 - influence of history, culture, and setting on artistic and literary pieces
 - personal, critical, and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims regarding art and literacy connections
 - crafting coherent, supported informative/expository texts on artistic and literary connections
 - responding to literature and works of art for personal and analytical purposes
 - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in artistic works, multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1005350

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

Number of Credits: Half credit (.5)

Abbreviated Title: LIT & THE ARTS 1 HON

Course Length: Semester (S)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Literature and the Arts 2 Honors (#1005360) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , <i>the Preamble to the Constitution</i> , <i>the Bill of Rights</i> , and <i>Lincoln's Second Inaugural Address</i>) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text

	complexity band independently and proficiently.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the

	application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
TH.912.H.1.1:	Analyze how playwrights’ work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
MU.912.F.1.1:	Analyze and evaluate the effect of “traditional” and contemporary technologies on the development of music.
	Investigate and discuss how a culture’s traditions are reflected through its music.
MU.912.H.1.1:	Clarifications: e.g., patriotic, folk, celebration, entertainment, spiritual
MU.912.H.1.4:	Analyze how Western music has been influenced by historical and current world cultures.
	Analyze the evolution of a music genre.
MU.912.H.2.3:	Clarifications: e.g., jazz, blues
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	Clarifications: e.g., statuary
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.H.1.5:	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.
DA.912.H.2.1:	Clarifications: e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
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ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable grades 11-12 students, using texts and artistic works of high complexity, to develop advanced knowledge of the relationship between literature and the fine arts through integrated educational experiences of viewing, reading, writing, speaking and listening, and language. Emphasis will be on the varied cultural influences highlighting the major themes, issues, and topics associated throughout selected literary and artistic periods.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

General Notes

The content should include, but not be limited to, the following:

- active study of varied texts and artistic pieces
- analysis of the relationships of literature and fine arts texts from varied literary periods to examine
 - artistic and literary craft and structure
 - power and impact of language and use of artistic mediums
 - influence of history, culture, and setting on artistic and literary pieces
 - personal, critical, and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims regarding art and literacy connections
 - crafting coherent, supported informative/expository texts on artistic and literary connections
 - responding to literature and works of art for personal and analytical purposes
 - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in artistic works, multimedia presentations, class discussions, and extended text discussions

- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

<p>Course Number: 1005360</p> <p>Number of Credits: Half credit (.5)</p> <p>Course Type: Core Academic Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 9,10,11,12</p> <p>Graduation Requirement: Performing/Fine Arts</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: Literature ></p> <p>Abbreviated Title: LIT & THE ARTS 2 HON</p> <p>Course Length: Semester (S)</p> <p>Course Attributes:</p> <ul style="list-style-type: none"> • Honors <p>Course Level: 3</p>
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Educator Certifications

English (Grades 6-12)

Literature in the Media Honors (#1005365) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
VA.912.C.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. Clarifications: e.g., four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to develop knowledge of the narrative parallels between traditional (print) literary texts and 21st century (multimedia in all its digital platforms) texts. Through integrated educational experiences of extensive viewing and reading, writing, speaking, listening, and language, students will study a variety of digital platforms, film, and television, including the use of graphics in these formats.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

General Notes:

The content should include, but not be limited to, the following:

- active study of varied texts in a variety of platforms
- analysis of the relationships of literature and artistic and digital texts from varied literary periods to examine
 - artistic and literary craft and structure
 - power and impact of language and use of artistic mediums
 - influence of history, culture, and setting on artistic and literary pieces
 - personal, critical, and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims regarding art and literacy connections
 - crafting coherent, supported informative/expository texts on artistic and literary connections
 - responding to literature and works of art for personal and analytical purposes
 - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in artistic works, multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1005365

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

Number of Credits: One (1) credit

Abbreviated Title: LIT IN MEDIA HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

English (Grades 6-12)

Cambridge AICE English Literature 1 AS Level (#1005370) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit visitcie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 1005370

Course Path: **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

Number of Credits: One (1) credit

Abbreviated Title: AICE ENG LIT 1 AS

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

Cambridge AICE English Literature 2 A Level (#1005375) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit visitcie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 1005375

Course Path: **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

Number of Credits: One (1) credit

Abbreviated Title: AICE ENG LIT 2 AL

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

Cambridge Pre-AICE English Literature IGCSE Level (#1005380) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit visitcie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/.

GENERAL INFORMATION

Course Number: 1005380	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: Literature >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AICE ENG LIT IG
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Graduation Requirement: English	Course Level: 3

Educator Certifications

English (Grades 6-12)

International Baccalaureate English Language & Literature 1 (#1005850) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1005850	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: Literature >
Number of Credits: One (1) credit	Abbreviated Title: IB ENG LANG & LIT 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">International Baccalaureate (IB)
Graduation Requirement: English	Course Level: 3

Educator Certifications

Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)

International Baccalaureate English Language & Literature 2 (#1005855) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1005855	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: Literature >
Number of Credits: One (1) credit	Abbreviated Title: IB ENG LANG & LIT 2
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">• International Baccalaureate (IB)
Graduation Requirement: English	Course Level: 3

Educator Certifications

Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)

International Baccalaureate English Language & Literature 3 (#1005856) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1005856	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: Literature >
Number of Credits: One (1) credit	Abbreviated Title: IB ENG LANG & LIT 3
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Graduation Requirement: English	<ul style="list-style-type: none">International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)

International Baccalaureate German Literature Self-Taught 3 (#1005913) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1005913	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: IB Literature (Self-Taught) >
Number of Credits: One (1) credit	Abbreviated Title: IB GERMAN LIT S-T 3
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)

International Baccalaureate German Literature Self-Taught 4 (#1005914) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1005914	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: IB Literature (Self-Taught) >
Number of Credits: One (1) credit	Abbreviated Title: IB GERMAN LIT S-T 4
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)

International Baccalaureate German Literature Self-Taught 5 (#1005915) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1005915

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

Abbreviated Title: IB GERMAN LIT S-T 5

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

International Baccalaureate German Literature Self-Taught 6 (#1005916) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1005916

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

Abbreviated Title: IB GERMAN LIT S-T 6

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

International Baccalaureate Gujarati Literature Self-Taught 3 (#1005923) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Gujarati.

GENERAL INFORMATION

Course Number: 1005923

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

Abbreviated Title: IB GUJARATI LIT S-T3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

International Baccalaureate Gujarati Literature Self-Taught 4 (#1005924) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Gujarati.

GENERAL INFORMATION

Course Number: 1005924

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

Abbreviated Title: IB GUJARATI LIT S-T4

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

International Baccalaureate Gujarati Literature Self-Taught 5 (#1005925) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Gujarati.

GENERAL INFORMATION

Course Number: 1005925

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

Abbreviated Title: IB GUJARATI LIT S-T5

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

International Baccalaureate Gujarati Literature Self-Taught 6 (#1005926) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Gujarati.

GENERAL INFORMATION

Course Number: 1005926

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

Abbreviated Title: IB GUJARATI LIT S-T6

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

International Baccalaureate Hindi Literature Self-Taught 3 (#1005933) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1005933

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

Abbreviated Title: IB HINDI LIT S-T 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Hindi (Elementary and Secondary Grades K-12)

International Baccalaureate Hindi Literature Self-Taught 4 (#1005934) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1005934

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

Abbreviated Title: IB HINDI LIT S-T 4

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Hindi (Elementary and Secondary Grades K-12)

International Baccalaureate Hindi Literature Self-Taught 5 (#1005935) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1005935

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

Abbreviated Title: IB HINDI LIT S-T 5

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Hindi (Elementary and Secondary Grades K-12)

International Baccalaureate Hindi Literature Self-Taught 6 (#1005936) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1005936	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: IB Literature (Self-Taught) >
Number of Credits: One (1) credit	Abbreviated Title: IB HINDI LIT S-T 6
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

Hindi (Elementary and Secondary Grades K-12)

International Baccalaureate Norwegian Literature Self-Taught 3 (#1005943) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Norwegian.

GENERAL INFORMATION

Course Number: 1005943

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

Abbreviated Title: IB NORWEG LIT S-T 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

International Baccalaureate Norwegian Literature Self-Taught 4 (#1005944) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Norwegian.

GENERAL INFORMATION

Course Number: 1005944

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

Abbreviated Title: IB NORWEG LIT S-T 4

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

International Baccalaureate Norwegian Literature Self-Taught 5 (#1005945) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Norwegian.

GENERAL INFORMATION

Course Number: 1005945

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

Abbreviated Title: IB NORWEG LIT S-T 5

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

International Baccalaureate Norwegian Literature Self-Taught 6 (#1005946) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Norwegian.

GENERAL INFORMATION

Course Number: 1005946

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

Abbreviated Title: IB NORWEG LIT S-T 6

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

International Baccalaureate Spanish Literature Self-Taught 3 (#1005953) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1005953

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

Abbreviated Title: IB SPANISH LIT S-T 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

International Baccalaureate Spanish Literature Self-Taught 4 (#1005954) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1005954	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: IB Literature (Self-Taught) >
Number of Credits: One (1) credit	Abbreviated Title: IB SPANISH LIT S-T 4
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

International Baccalaureate Spanish Literature Self-Taught 5 (#1005955) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1005955	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: IB Literature (Self-Taught) >
Number of Credits: One (1) credit	Abbreviated Title: IB SPANISH LIT S-T 5
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

International Baccalaureate Spanish Literature Self-Taught 6 (#1005956) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1005956

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

Abbreviated Title: IB SPANISH LIT S-T 6

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

International Baccalaureate Swahili Literature Self-Taught 3 (#1005963) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Swahili.

GENERAL INFORMATION

Course Number: 1005963

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

Abbreviated Title: IB SWAHILI LIT S-T 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

International Baccalaureate Swahili Literature Self-Taught 4 (#1005964) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Swahili.

GENERAL INFORMATION

Course Number: 1005964

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

Abbreviated Title: IB SWAHILI LIT S-T 4

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

International Baccalaureate Swahili Literature Self-Taught 5 (#1005965) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Swahili.

GENERAL INFORMATION

Course Number: 1005965

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

Abbreviated Title: IB SWAHILI LIT S-T 5

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

International Baccalaureate Swahili Literature Self-Taught 6 (#1005966) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Swahili.

GENERAL INFORMATION

Course Number: 1005966

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

Abbreviated Title: IB SWAHILI LIT S-T 6

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

M/J Journalism 1 (#1006000) 2015 - 2021 (current)

Course Standards

Reading Literature

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also *infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Reading Informational Text

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

Writing

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

Speaking and Listening

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

Language

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

Additional Requirements:

The following Florida Standards for Mathematical Practices (MP) are applicable to all content areas.

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

Name	Description
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LAFS.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.
LAFS.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style Maintain consistency in style and tone.
LAFS.6.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LAFS.6.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
LAFS.6.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
LAFS.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
LAFS.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.6.C.2.5:	Examine how media influences peer and community health behaviors. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.</p> </div>

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day.

GENERAL NOTES

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

VERSION REQUIREMENTS

The content should include, but not be limited to, the following:

- demonstrating entry-level skills in telling stories and providing reports and choosing appropriate platforms/mediums of print, multimedia, online, and broadcast/radio
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media
- using fundamental research skills and networking formats collaboration amongst peers, especially during the drafting and practicing stages
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism

GENERAL INFORMATION

Course Number: 1006000

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: Media >

Abbreviated Title: M/J JOURN 1

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Journalism (Grades 6-12)

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

M/J Journalism 2 (#1006010) 2015 - And Beyond (current)

Course Standards

Reading Literature

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also *infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Reading Informational Text

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

Writing

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

Speaking and Listening

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

Language

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

Additional Requirements:

The following Florida Standards for Mathematical Practices (MP) are applicable to all content areas.

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

Name	Description
LAFS.7.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LAFS.7.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). Spell correctly.
LAFS.7.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LAFS.7.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.7.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
LAFS.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LAFS.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.7.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.7.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.7.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LAFS.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
LAFS.7.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.2.5:	<p>Analyze how messages from media influence health behaviors.</p> <p>Clarifications: Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.</p>

VERSION DESCRIPTION

The purpose of this course is to enable students to develop skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day.

GENERAL NOTES

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

VERSION REQUIREMENTS

The content should include, but not be limited to, the following:

- demonstrating skills in telling stories and providing reports and choosing appropriate platforms/mediums of print, multimedia, online, and broadcast/radio
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media
- using fundamental research skills and networking formats collaboration amongst peers, especially during the drafting and practicing stages
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism

GENERAL INFORMATION

Course Number: 1006010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: Media >

Abbreviated Title: M/J JOURN 2

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Journalism (Grades 6-12)

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

M/J Journalism 3 (#1006020) 2015 - And Beyond (current)

Course Standards

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text

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

Writing

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

Speaking and Listening

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

Language

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

Additional Requirements

The following Florida Standards for Mathematical Practices are applicable to all content areas.

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

Name	Description
LAFS.8.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.
LAFS.8.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.
LAFS.8.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LAFS.8.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LAFS.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.8.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.8.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
LAFS.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.8.C.2.5:	Research marketing strategies behind health-related media messages. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Clarifications: Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.</p> </div>

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to develop skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day.

GENERAL NOTES

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

GENERAL INFORMATION

Course Number: 1006020

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: Media >

Abbreviated Title: M/J JOURN 3

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Journalism (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Journalism 1 (#1006300) 2019 - 2021 (current)

Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.4.10:	<p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective

LAFS.910.W.1.2:	<p>selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
VA.912.F.3.4:	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <p>Clarifications: e.g., punctuality, reliability, diligence, positive work ethic</p>
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.8:	<p>Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective.</p> <p>Clarifications: e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers</p>
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

GENERAL NOTES

The content should include, but not be limited to, the following:

- demonstrating entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using fundamental research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 1006300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media >

Abbreviated Title: JOURN 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Practical Arts

Educator Certifications

English (Grades 6-12)
Journalism (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

Journalism 2 (#1006310) 2019 - 2021 (current)

Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.4.10:	<p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective

LAFS.910.W.1.2:	<p>selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
VA.912.F.3.4:	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <p>Clarifications: e.g., punctuality, reliability, diligence, positive work ethic</p>
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.8:	<p>Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective.</p> <p>Clarifications: e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers</p>
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to extend fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

GENERAL NOTES

The content should include, but not be limited to, the following:

- demonstrating entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using fundamental research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 1006310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media >

Abbreviated Title: JOURN 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

- English (Grades 6-12)
- Journalism (Grades 6-12)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
VA.912.F.3.4:	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <p>Clarifications: e.g., punctuality, reliability, diligence, positive work ethic</p>
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to perform grade level skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to continue to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

GENERAL NOTES

The content should include, but not be limited to, the following:

- demonstrating advanced skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating advanced skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using advanced research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the changing careers within the multiple formats of 21st century journalism.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1006320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media >

Abbreviated Title: JOURN 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

English (Grades 6-12)

Journalism (Grades 6-12)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
VA.912.F.3.4:	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <p>Clarifications: e.g., punctuality, reliability, diligence, positive work ethic</p>
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to perform skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to extend further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

GENERAL NOTES

The content should include, but not be limited to, the following:

- demonstrating advanced skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating advanced skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using advanced research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the changing careers within the multiple formats of 21st century journalism.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1006330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media > **Abbreviated Title:** JOURN 4

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

English (Grades 6-12)
Journalism (Grades 6-12)

Journalism 5 Honors (#1006331) 2019 - And Beyond (current)

Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective

LAFS.910.W.1.2:	<p>selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
VA.912.F.3.4:	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <p>Clarifications: e.g., punctuality, reliability, diligence, positive work ethic</p>
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to perform advanced skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

The content should include, but not be limited to, the following:

- demonstrating advanced skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;

- demonstrating advanced skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using advanced research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the changing careers within the multiple formats of 21st century journalism.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

<p>Course Number: 1006331</p> <p>Number of Credits: One (1) credit</p> <p>Course Type: Elective Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 9,10,11,12</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: Print, Broadcast, and Online Media ></p> <p>Abbreviated Title: JOURN 5 HON</p> <p>Course Length: Year (Y)</p> <p>Course Attributes:</p> <ul style="list-style-type: none"> • Honors <p>Course Level: 3</p>
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Educator Certifications

English (Grades 6-12)
Journalism (Grades 6-12)

Journalism 6 Honors (#1006332) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.RH.1.3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,

LAFS.1112.SL.2.4:	alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.8:	Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective. Clarifications: e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to perform advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School and professional publication efforts are expected.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

The content should include, but not be limited to, the following:

- demonstrating advanced skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating advanced skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using advanced writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using advanced research skills and networking formats;
- demonstrating awareness of the recent history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1006332

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** English/Language Arts

> **SubSubject:** Print, Broadcast, and Online Media >

Abbreviated Title: JOURN 6 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

English (Grades 6-12)

Journalism (Grades 6-12)

Journalism 7 Honors (#1006333) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.RH.1.3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,

LAFS.1112.SL.2.4:	alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.8:	Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective. Clarifications: e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to perform advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop extended knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School and professional publication efforts are expected.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

The content should include, but not be limited to, the following:

- demonstrating advanced skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating advanced layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using advanced writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using advanced research skills and networking formats;
- demonstrating awareness of the recent history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1006333

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media >

Abbreviated Title: JOURN 7 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

English (Grades 6-12)

Journalism (Grades 6-12)

Journalism 8 Honors (#1006334) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.RH.1.3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,

LAFS.1112.SL.2.4:	alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. Clarifications: e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.8:	Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective. Clarifications: e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to perform highly advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop extended knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School, community, and professional publication is expected.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

The content should include, but not be limited to, the following:

- demonstrating highly advanced work in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating highly advanced layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using professional writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using highly advanced research skills and networking formats;
- analyzing the recent changes in the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1006334

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** English/Language Arts

> **SubSubject:** Print, Broadcast, and Online Media >

Abbreviated Title: JOURN 8 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

English (Grades 6-12)

Journalism (Grades 6-12)

Social Media 1 (#1006375) 2015 - 2021 (current)

Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
VA.912.C.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. Clarifications: e.g., four-dimensional media, motion or multi-media
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses.

GENERAL NOTES

The content should include, but not be limited to, the following:

- Demonstrating entry-level skills in digital communication and packaging them across the platforms/mediums of print, multimedia, online, and broadcast;
- Demonstrating fundamental skills in social media platforms and their uses; expressing social connections with maturity and complexity appropriate to writer, audience, purpose, and context;
- Using fundamental research skills and networking formats;
- Collaborating amongst peers; and
- Using effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To

GENERAL INFORMATION

Course Number: 1006375

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media >

Abbreviated Title: SOCIAL MEDIA 1

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

English (Grades 6-12)

M/J Speech and Debate 1 (#1007000) 2019 - 2021 (current)

Course Standards

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text

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

Writing

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

Speaking and Listening

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

Language

Standards Notes: The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. The following standard may be addressed again in higher grades at a more rigorous level of study: LAFS.6.L.2.3a

Name	Description
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LAFS.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.
LAFS.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style Maintain consistency in style and tone.
LAFS.6.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LAFS.6.SL.1.1:	<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.6.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>
LAFS.6.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>
LAFS.6.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
LAFS.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>
LAFS.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

GENERAL NOTES

The content should include, but not be limited to, the following:

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language
 - use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

GENERAL INFORMATION	
Course Number: 1007000	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: English/Language Arts > SubSubject: Oral Communications >
Course Type: Elective Course	Abbreviated Title: M/J SPEECH-DEBATE 1
Course Status: Course Approved	Course Length: Year (Y)
Grade Level(s): 6, 7, 8	Course Level: 2

Educator Certifications

Speech (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

M/J Speech and Debate 2 (#1007010) 2019 - 2021 (current)

Course Standards

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text

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

Writing

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

Speaking and Listening

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

Language

Standards Notes: The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. The following standard may be addressed again in higher grades at a more rigorous level of study: LAFS.7.L.2.3a

Name	Description
LAFS.7.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LAFS.7.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). Spell correctly.
LAFS.7.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LAFS.7.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.7.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
LAFS.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LAFS.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

	d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.7.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.7.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.7.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LAFS.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
LAFS.7.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to develop student awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

GENERAL NOTES

The content should include, but not be limited to, the following:

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language
 - use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

GENERAL INFORMATION	
Course Number: 1007010	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: English/Language Arts > SubSubject: Oral Communications >
	Abbreviated Title: M/J SPEECH-DEBATE 2
	Course Length: Year (Y)
Course Type: Elective Course	Course Level: 2
Course Status: Course Approved	
Grade Level(s): 6,7,8	

Educator Certifications

Speech (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

M/J Speech and Debate 3 (#1007020) 2019 - 2021 (current)

Course Standards

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text

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

Writing

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

Speaking and Listening

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

Language

Standards Notes: The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. The following standard may be addressed again in higher grades at a more rigorous level of study: LAFS.8.L.1.1d

Name	Description
LAFS.8.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.
LAFS.8.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.
LAFS.8.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LAFS.8.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LAFS.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the

LAFS.8.SL.1.1:	topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.8.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.8.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.8.W.3.9:	a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
LAFS.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to develop student awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. Some activities may be required outside of the school day.

GENERAL NOTES

The content should include, but not be limited to, the following:

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language
 - use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

GENERAL INFORMATION

Course Number: 1007020

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: Oral Communications >

Abbreviated Title: M/J SPEECH-DEBATE 3

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Speech (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

M/J Speech and Debate (#1007025) 2019 - And Beyond (current)

Course Standards

Name	Description
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LAFS.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.
LAFS.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style Maintain consistency in style and tone.
LAFS.6.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.

LAFS.6.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
LAFS.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
LAFS.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.7.1:	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to develop grade 6 students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

The content should include, but not be limited to, the following:

- learning and practicing a variety of speech forms
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language arts
 - use of standard English
- using research & writing skills to support selected topics and points of view

- across a range of disciplines
- using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

Special Notes

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

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

The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements -- the former providing broad standards, the latter providing additional specificity -- that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

GENERAL INFORMATION	
Course Number: 1007025	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: English/Language Arts > SubSubject: Oral Communications > Abbreviated Title: M/J SPEECH/DEBATE Course Length: Semester (S) Course Level: 2
Course Status: Course Approved	
Grade Level(s): 6,7,8	

Educator Certifications

Speech (Grades 6-12)
English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

Speech 1 (#1007300) 2019 - And Beyond (current)

Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.910.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to develop students’ beginning awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies in a variety of given settings.

GENERAL NOTES

The content should include, but not be limited to, the following:

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language
 - use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1007300

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > **Subject:** English/Language Arts
> **SubSubject:** Oral Communications >

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Abbreviated Title: SPEECH 1

Course Length: Year (Y)

Course Level: 2

Educator Certifications

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

Speech 1 (#1007305) 2019 - 2021 (current)

Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies in a variety of given settings.

GENERAL NOTES

The content should include, but not be limited to, the following:

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language
 - use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1007305	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: Oral Communications >
Number of Credits: Half credit (.5)	Abbreviated Title: SPEECH 1
Course Type: Core Academic Course	Course Length: Semester (S)
Course Status: Course Approved	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

Speech 2 (#1007310) 2019 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to continue developing students' awareness, understanding, and application of language arts as they apply to oral communication concepts and formats.

GENERAL NOTES

The content should include, but not be limited to, the following:

- learning and analyzing a variety of speech forms
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements

- voice register and choices of language
- use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources used to support assertions by
 - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
 - determining reliable print and digital sources
- collaboration amongst peers, especially during the drafting and practicing stages

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION	
Course Number: 1007310	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: Oral Communications >
Number of Credits: One (1) credit	Abbreviated Title: SPEECH 2
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)

Speech 2 (#1007315) 2019 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to continue developing students' awareness, understanding, and application of language arts as they apply to oral communication concepts and formats.

GENERAL NOTES

The content should include, but not be limited to, the following:

- learning and analyzing a variety of speech forms
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language
 - use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- assessing the veracity of claims and reliability of sources used to support assertions by
 - determining different types of evidence (e.g., documentary evidence in the social sciences experimental evidence in the realm of natural sciences)
 - determining reliable print and digital resources
- collaboration amongst peers, especially during the drafting and practicing stages

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should

GENERAL INFORMATION

Course Number: 1007315

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Oral Communications >

Number of Credits: Half credit (.5)

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Abbreviated Title: SPEECH 2

Course Length: Semester (S)

Course Level: 2

Educator Certifications

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)

International Baccalaureate Mid Yrs Prog Speech (#1007325) 2019 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1007325

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Oral Communications >

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Abbreviated Title: IB MYP SPEECH

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Speech (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Social Science (Grades 6-12)

Debate 1 (#1007330) 2019 - 2021 (current)

Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LAFS.910.W.1.1:	<ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.910.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies for public debate in a variety of given settings.

GENERAL NOTES

The content should include, but not be limited to, the following:

- delivering and analyzing a variety of argument and debate formats such as
 - Lincoln-Douglas
 - team debate
 - extemporaneous
- delineating and evaluating the argument and specific claims in an oral or written text by
 - citing specific text evidence
 - assessing the validity of the evidence and soundness of the reasoning
 - determining the sufficiency of evidence for success
 - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language
 - use of standard English

- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
 - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
 - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1007330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Oral Communications >

Abbreviated Title: DEBATE 1

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)
Social Science (Grades 5-9)
Middle Grades English (Middle Grades 5-9)

Debate 2 (#1007340) 2019 - And Beyond (current)

Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.910.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to continue to develop students' awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

GENERAL NOTES

The content should include, but not be limited to, the following:

- delivering and analyzing a variety of argument and debate formats such as
 - Lincoln-Douglas
 - team debate
- delineating and evaluating the argument and specific claims in an oral or written text by
 - citing specific text evidence
 - assessing the validity of the evidence and soundness of the reasoning
 - determining the sufficiency of evidence for success
 - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language

- use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
 - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
 - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION	
Course Number: 1007340	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: Oral Communications >
Number of Credits: One (1) credit	Abbreviated Title: DEBATE 2
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Level: 2
Grade Level(s): 9,10,11,12	
Graduation Requirement: Performing/Fine Arts	

Educator Certifications

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)

Debate 3 Honors (#1007350) 2019 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to develop students' enhanced awareness, understanding, and application of language arts as they apply to advanced oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

The content should include, but not be limited to, the following:

- delivering and analyzing a variety of argument and debate formats such as

- Lincoln-Douglas
- team debate
- delineating and evaluating the argument and specific claims in an oral or written text by
 - citing specific text evidence
 - assessing the validity of the evidence and soundness of the reasoning
 - determining the sufficiency of evidence for success
 - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language
 - use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
 - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
 - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1007350

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Oral Communications >

Number of Credits: One (1) credit

Abbreviated Title: DEBATE 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

- English (Grades 6-12)
- Speech (Grades 6-12)
- Social Science (Grades 6-12)

Debate 4 Honors (#1007360) 2019 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to apply advanced oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

The content should include, but not be limited to, the following:

- delivering and analyzing a variety of argument and debate formats such as
 - Lincoln-Douglas
 - team debate
- delineating and evaluating the argument and specific claims in an oral or written text by
 - citing specific text evidence
 - assessing the validity of the evidence and soundness of the reasoning
 - determining the sufficiency of evidence for success
 - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language
 - use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
 - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
 - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1007360

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** English/Language Arts

> **SubSubject:** Oral Communications >

Abbreviated Title: DEBATE 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Social Science (Grades 6-12)

Debate 5 Honors (#1007370) 2019 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to apply and practice advanced oral communication concepts and strategies for public debate in a variety of given settings. Much work outside of the regular school day may be required.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

The content should include, but not be limited to, the following:

- delivering and analyzing a variety of argument and debate formats such as
 - Lincoln-Douglas
 - team debate
- delineating and evaluating the argument and specific claims in an oral or written text by
 - citing specific text evidence
 - assessing the validity of the evidence and soundness of the reasoning
 - determining the sufficiency of evidence for success
 - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language
 - use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
 - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
 - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1007370

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** English/Language Arts

> **SubSubject:** Oral Communications >

Abbreviated Title: DEBATE 5 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Social Science (Grades 6-12)

Debate 6 Honors (#1007380) 2019 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to apply highly advanced oral communication concepts and strategies for public debate in a variety of given settings. Much work outside of the regular school day may be required.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

The content should include, but not be limited to, the following:

- delivering and analyzing a variety of argument and debate formats such as
 - Lincoln-Douglas
 - team debate
- delineating and evaluating the argument and specific claims in an oral or written text by
 - citing specific text evidence
 - assessing the validity of the evidence and soundness of the reasoning
 - determining the sufficiency of evidence for success
 - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language
 - use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
 - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
 - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1007380

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** English/Language Arts

> **SubSubject:** Oral Communications >

Abbreviated Title: DEBATE 6 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Social Science (Grades 6-12)

Debate 7 Honors (#1007390) 2019 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to apply highly advanced, competitive, oral communication concepts and strategies for public debate in a variety of given settings. Much work outside of the regular school day may be required.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

The content should include, but not be limited to, the following:

- delivering and analyzing a variety of argument and debate formats such as
 - Lincoln-Douglas

- team debate
- delineating and evaluating the argument and specific claims in an oral or written text by
 - citing specific text evidence
 - assessing the validity of the evidence and soundness of the reasoning
 - determining the sufficiency of evidence for success
 - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language
 - use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
 - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
 - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1007390

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Oral Communications >

Abbreviated Title: DEBATE 7 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Social Science (Grades 6-12)

M/J Creative Writing 1 (#1009000) 2015 - And Beyond (current)

Course Standards

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet *each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Writing

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

Speaking and Listening

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

Language

Standards Notes: The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.6.L.1.1c, LAFS.6.L.1.1d, LAFS.6.L.1.1e, LAFS.6.L.1.2a, LAFS.6.L.2.3a, LAFS.6.L.2.3b**

Name	Description
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LAFS.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.
LAFS.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style Maintain consistency in style and tone.
LAFS.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.6.RL.1.3:	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LAFS.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LAFS.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.6.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
LAFS.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to learn and use writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

GENERAL NOTES

The content should include, but not be limited to, the following:

- a study of a variety of short literary collections, including poetry, one-act plays, the short story, and memoir to determine and practice
 - literary text craft and structure
 - use of figurative, denotative, and connotative language
 - appropriate voice and/or tone
 - story structure, poetic forms, and creative pacing techniques
 - reciprocal nature of content and form
- writing for varied purposes and in varied genres, including
 - personal and dramatic narratives
 - various poetic forms
 - plays and multimedia productions
 - multi-genre and creative nonfiction selections
 - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To

GENERAL INFORMATION

Course Number: 1009000

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: Writing >

Abbreviated Title: M/J CREATIVE WRIT 1

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Journalism (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

M/J Creative Writing 2 (#1009010) 2015 - And Beyond (current)

Course Standards

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet *each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Writing

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

Speaking and Listening

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

Language

Standards Notes: The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.7.L.1.1c, LAFS.7.L.2.3a**

Name	Description
LAFS.7.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LAFS.7.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). Spell correctly.
LAFS.7.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LAFS.7.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
LAFS.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LAFS.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LAFS.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

LAFS.7.W.1.3:	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LAFS.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to learn and use writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

GENERAL NOTES

General Notes:

The content should include, but not be limited to, the following:

- a study of a variety of short literary collections, including poetry, one-act plays, the short story, and memoir to determine and practice
 - literary text craft and structure
 - use of figurative, denotative, and connotative language
 - appropriate voice and/or tone
 - story structure, poetic forms, and creative pacing techniques
 - reciprocal nature of content and form
- writing for varied purposes and in varied genres, including
 - personal and dramatic narratives
 - various poetic forms
 - plays and multimedia productions
 - multi-genre and creative nonfiction selections
 - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

GENERAL INFORMATION

Course Number: 1009010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: Writing >

Abbreviated Title: M/J CREATIVE WRIT 2

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Journalism (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

M/J Creative Writing 3 (#1009020) 2015 - And Beyond (current)

Course Standards

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing

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

Speaking and Listening

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

Language

Standards Notes: The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standard may be addressed again in higher grades at a more rigorous level of study: LAFS.8.L.1.1d**

Name	Description
LAFS.8.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.
LAFS.8.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.
LAFS.8.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LAFS.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LAFS.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event

	sequences.
LAFS.8.W.1.3:	<p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to learn and use writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

GENERAL NOTES

The content should include, but not be limited to, the following:

- a study of a variety of short literary collections, including poetry, one-act plays, the short story, and memoir to determine and practice
 - literary text craft and structure, including using earlier texts as models
 - use of figurative, denotative and connotative, and other language devices
 - appropriate voice and/or tone
 - story structure, poetic forms, and creative pacing techniques
 - reciprocal nature of content and form
- writing for varied purposes and in varied genres, including
 - personal and dramatic narratives
 - various poetic forms
 - plays and multimedia productions
 - multi-genre and creative nonfiction selections
 - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

GENERAL INFORMATION

Course Number: 1009020

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: Writing >

Abbreviated Title: M/J CREATIVE WRIT 3

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Journalism (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

M/J Creative Writing (#1009025) 2015 - 2021 (current)

Course Standards

Name	Description
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LAFS.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.
LAFS.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style Maintain consistency in style and tone.
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LAFS.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.6.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.
LAFS.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

MAFS.K12.MP.5.1:	might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to learn and use grade 6 writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

The content should include, but not be limited to, the following:

- a study of a variety of short literary collections, including poetry, one-act plays, the short story, and memoir to determine and practice
 - literary text craft and structure
 - use of figurative, denotative, and connotative language
 - appropriate voice and/or tone
 - story structure, poetic forms, and creative pacing techniques
 - reciprocal nature of content and form
- writing for varied purposes and in varied genres, including
 - personal and dramatic narratives
 - various poetic forms
 - plays and multimedia productions
 - multi-genre and creative nonfiction selections
 - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

Important Note: Reading and writing courses should not be used in place of English/Language Arts courses; reading and writing courses are intended to be used to supplement further study in English/Language Arts.

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

The following standard may be addresses again in higher grades at a more rigorous level of study: LAFS.6.L.1.1c, LAFS.6.L.1.1d, LAFS.6.L.1.1e, LAFS.6.L.1.2a, LAFS.6.L.2.3a, LAFS.6.L.2.3b.

GENERAL INFORMATION

Course Number: 1009025

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: Writing >

Abbreviated Title: M/J CREATIVE WRITING

Course Length: Semester (S)

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 6

Course Level: 2

Educator Certifications

Journalism (Grades 6-12)

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

M/J Writing 1 (#1009030) 2015 - And Beyond (current)

Course Standards

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet *each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Reading Informational Text

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

Writing

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

Speaking and Listening

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

Language

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

LAFS.6.L.1.1c, LAFS.6.L.1.1d, LAFS.6.L.1.1e, LAFS.6.L.1.2a, LAFS.6.L.2.3a

Name	Description
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LAFS.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.
LAFS.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style Maintain consistency in style and tone.
LAFS.6.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic,

LAFS.6.SL.1.1:	<p>text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.6.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>
LAFS.6.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>
LAFS.6.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
LAFS.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>
LAFS.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use developmental writing and language skills in a variety of writing formats for argumentative, informative, and literary analysis purposes to ensure preparation for college and career readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of exemplar writing models to examine
 - text craft and structure
 - effects of figurative, denotative, and connotative language choice
 - power and impact of appropriate voice and/or tone
 - influence on idea development of sentence structures, sentence rhythm, and grammatical choices
 - reciprocal nature of content and form
- writing for varied purposes, including
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - digital writing platforms
 - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially during drafting and redrafting peer edits

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

GENERAL INFORMATION

Course Number: 1009030

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: Writing >

Abbreviated Title: M/J WRITING 1

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Journalism (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)

M/J Writing 2 (#1009040) 2015 - And Beyond (current)

Course Standards

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet *each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Reading Informational Text

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

Writing

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

Speaking and Listening

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

Language

Standards Notes: The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and *applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.7.L.1.1c, LAFS.7.L.2.3a*

Name	Description
LAFS.7.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LAFS.7.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). Spell correctly.
LAFS.7.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LAFS.7.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.7.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
LAFS.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LAFS.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.7.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.7.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.7.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LAFS.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
LAFS.7.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use developmental writing and language skills in a variety of writing formats for argumentative, informative, and literary analysis purposes to ensure preparation for college and career readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of exemplar writing models to examine
 - text craft and structure
 - effects of figurative, denotative, and connotative language choice
 - power and impact of appropriate voice and/or tone

- influence on idea development of sentence structures, sentence rhythm, and grammatical choices
- reciprocal nature of content and form
- writing for varied purposes, including
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing to sources using text-based evidence and reasoning
 - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially during drafting and redrafting peer edits

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

GENERAL INFORMATION

Course Number: 1009040

Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 6,7,8

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** English/Language Arts >
SubSubject: Writing >
Abbreviated Title: M/J WRITING 2
Course Length: Year (Y)
Course Level: 2

Educator Certifications

Journalism (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)

M/J Writing 3 (#1009050) 2015 - And Beyond (current)

Course Standards

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet *each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Reading Informational Text

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

Writing

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

Speaking and Listening

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

Language

Standards Notes: The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standard may be addressed again in higher grades at a more rigorous level of study: LAFS.8.L.1.1d.**

Name	Description
LAFS.8.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.
LAFS.8.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.
LAFS.8.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LAFS.8.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LAFS.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LAFS.8.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.8.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.8.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.8.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
LAFS.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to develop and use writing and language skills in a variety of writing formats for expository, argumentative, informative, and literary analysis purposes to ensure writing preparation for college and career readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of exemplar writing models to examine
 - text craft and structure
 - effects of figurative, denotative, and connotative language choice
 - use of appropriate voice and/or tone
 - influence on idea development of sentence structures, sentence rhythm, and grammatical choices
 - reciprocal nature of content and form
- writing for varied purposes, including
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - digital writing platforms
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

GENERAL INFORMATION

Course Number: 1009050

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 6,7,8

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: Writing >

Abbreviated Title: M/J WRITING 3

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Journalism (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Writing 1 (#1009300) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that

LAFS.910.W.1.1:	<p>anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
LAFS.910.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use grade level 9-10 writing and language skills in a variety of writing formats for argumentative, informative, and narrative purposes to ensure preparation for college and career readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of exemplar writing models to examine
 - text craft and structure
 - effects of figurative, denotative, and connotative language choice
 - use of appropriate voice and/or tone
 - influence on idea development of sentence structures, sentence rhythm, and grammatical choices
 - reciprocal nature of content and form
- writing for varied purposes, including
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events

- digital writing platforms
- writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1009300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing >

Abbreviated Title: WRIT 1

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

English (Grades 6-12)

Writing 2 (#1009310) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LAFS.1112.W.1.1:	<p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
LAFS.1112.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use grade level 11-12 writing and language skills in a variety of writing formats for argumentative, informative, and narrative purposes to ensure preparation for college and career readiness.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of exemplar writing models to examine
 - text craft and structure
 - effects of figurative, denotative, and connotative language choice
 - use of appropriate voice and/or tone
 - influence on idea development of sentence structures, sentence rhythm, and grammatical choices
 - reciprocal nature of content and form
- writing for varied purposes, including
 - developing and supporting argumentative claims

- crafting coherent, supported informative/expository texts
- responding to literature for personal and analytical purposes
- writing narratives to develop real or imagined events
- digital writing platforms
- writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1009310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing >

Number of Credits: Half credit (.5)

Abbreviated Title: WRIT 2

Course Type: Elective Course

Course Length: Semester (S)

Course Status: Course Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Educator Certifications

English (Grades 6-12)

Creative Writing 1 (#1009320) 2015 - 2021 (current)

Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use grade 9-10 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

GENERAL NOTES

The content should include, but not be limited to, the following:

- examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine
 - text craft and structure, including line length and placement
 - effects of figurative, denotative, and connotative language choice
 - power and impact of appropriate voice and/or tone
 - story structure, sentence structure, and grammatical choices
 - reciprocal nature of content and form in development of a personal style
- writing for varied purposes and in varied genres, including
 - personal and dramatic narratives
 - various poetic forms
 - screenplays and multimedia productions
 - multi-genre and creative non-fiction selections
 - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1009320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing >

Number of Credits: Half credit (.5)

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Abbreviated Title: CREATIVE WRIT 1

Course Length: Semester (S)

Course Level: 2

Educator Certifications

English (Grades 6-12)

Creative Writing 2 (#1009330) 2018 - 2021 (current)

Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use grade 11-12 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

GENERAL NOTES

The content should include, but not be limited to, the following:

- examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine
 - text craft and structure, including line length and placement
 - effects of figurative, denotative, and connotative language choice
 - power and impact of appropriate voice and/or tone
 - story structure, sentence structure, and grammatical choices
 - reciprocal nature of content and form in development of a personal style
- writing for varied purposes and in varied genres, including
 - personal and dramatic narratives
 - various poetic forms
 - screenplays and multimedia productions
 - multi-genre and creative non-fiction selections
 - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 1009330

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** English/Language Arts
> **SubSubject:** Writing >

Abbreviated Title: CREATIVE WRIT 2

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10

Educator Certifications

English (Grades 6-12)

Creative Writing Honors 3 (#1009331) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use grade 11-12 writing and language skills for advanced creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

General Notes:

The content should include, but not be limited to, the following:

- a thorough and in-depth examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine
 - text craft and structure, including line length and placement
 - effects of figurative, denotative, and connotative language choice
 - power and impact of appropriate voice and/or tone
 - story structure, sentence structure, and grammatical choices
 - reciprocal nature of content and form in development of a personal style
- writing for varied purposes and in varied genres, including
 - personal and dramatic narratives
 - various poetic forms
 - screenplays and multimedia productions
 - multi-genre and creative non-fiction selections
 - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1009331	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: Writing >
Number of Credits: One (1) credit	Abbreviated Title: CREATIVE WRIT HON 3
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">• Honors
Grade Level(s): 9,10,11,12	Course Level: 3

Educator Certifications

English (Grades 6-12)

Creative Writing 4 Honors (#1009332) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use grade 11-12 writing and language skills for advanced creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

General Notes:

The content should include, but not be limited to, the following:

- a thorough and in-depth examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine
 - text craft and structure, including line length and placement
 - effects of figurative, denotative, and connotative language choice
 - power and impact of appropriate voice and/or tone
 - story structure, sentence structure, and grammatical choices
 - reciprocal nature of content and form in development of a personal style
- writing for varied purposes and in varied genres, including
 - personal and dramatic narratives
 - various poetic forms
 - screenplays and multimedia productions
 - multi-genre and creative non-fiction selections
 - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1009332

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing >

Number of Credits: One (1) credit

Abbreviated Title: CREATIVE WRIT 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

English (Grades 6-12)

Play Writing (#1009350) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p> </div>
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.2.2:	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: e.g., multiple characters, multiple settings, multiple time periods</p> </div>
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: e.g., dance, mime, movies, street theatre, poetry reading</p> </div>
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one’s artistic choices with a prepared analysis.
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.H.1.1:	Analyze how playwrights’ work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.O.2.1:	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: e.g., Aristotle’s Poetics</p> </div>
TH.912.O.3.3:	Analyze and demonstrate how to use various media to impact theatrical productions. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: e.g., projections, digital video, sound, animation, intelligent lighting</p> </div>
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: e.g., relationships, wants, needs, motivations</p> </div>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

GENERAL NOTES

The content should include, but not be limited to, the following:

- an in-depth examination of various forms of plays in order to examine
 - text craft and structure, including digital performance modes
 - modes of staging directions o power and impact of appropriate voice and/or tone and persona
 - reciprocal nature of content and form in development of writing for performance
 - literary theory associated with play writing
- writing for varied purposes including
 - personal and dramatic narratives
 - poetic oral performance formats
 - screenplay and multimedia productions
 - digital writing platforms
- effective listening, speaking, and viewing
- collaboration amongst peers, especially regarding peer reviews of multiple drafts and/or performances

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1009350

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** English/Language Arts

> **SubSubject:** Writing >

Abbreviated Title: PLAY WRIT

Course Length: Year (Y)

Course Level: 2

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)

Writing for College Success (#1009370) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LAFS.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Clarifications: Examples are education, transportation, crime prevention, funding of services.

General Course Information and Notes

VERSION DESCRIPTION

This course is targeted for students who are not "college-ready" in writing. This course incorporates language study, the practice of writing craft strategies, and the analysis of writing selections to develop critical writing skills necessary for success in college courses, preparing students for successful completion of Florida college English courses requiring extensive grade-level writing. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses.

GENERAL NOTES

The content should include, but not be limited to, the following: writing effective sentence structures; effectively implementing patterns of paragraph development; recognizing and solving common sentence development problems; reading and modeling mentor essays; and understanding and using language, grammar, and mechanics effectively.

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 1009370

Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** English/Language Arts
> **SubSubject:** Writing >

Number of Credits: Half credit (.5)

Abbreviated Title: WRTNG COLL SUCCESS

Course Type: Elective Course

Course Length: Semester (S)

Course Status: Course Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Educator Certifications

English (Grades 6-12)

Cambridge AICE English General Paper AS Level (#1009400) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 1009400

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing >

Number of Credits: One (1) credit

Abbreviated Title: AICE ENG GEN PAPER

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

M/J Literacy through Film & Literature (#1010000) 2016 - And

Beyond (current)

Course Standards

Name	Description
LAFS.8.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.
LAFS.8.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.
LAFS.8.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LAFS.8.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LAFS.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LAFS.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.8.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
LAFS.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.2.4:	Defend personal responses to a theatre production.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Clarifications: e.g., color, texture, shape, form, sound
TH.68.C.3.2:	Compare a film version of a story to its original play form.
TH.68.C.3.3:	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

This course is intended to create opportunities for students to read, write, and speak beyond the Reading and Language Arts classroom settings. The content of Literacy through Film & Literature will include, but not be limited to, the following:

- Extensive reading of and writing in response to literature, analyzing theme, character development, setting, and author's purpose.
- Developing the ability to understand, discuss, and analyze multiple types of literature including plays, short stories, and novels.
- Developing the ability to view film with an analytical eye, identifying plot and character development.
- Developing the ability to analyze the use, in film, of lighting, sound effects, music, special effects, and camera angles.
- Reading and developing an understanding of literacy and film critiques.

- Discussion, analysis, and writing of literary and film critiques.
- Extensive discussion of and writing comparative analysis of literature and film.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf.

GENERAL INFORMATION

Course Number: 1010000

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** English/Language Arts >
SubSubject: Literacy >
Abbreviated Title: M/J LITERACY FILM/LI
Course Length: Year (Y)
Course Level: 2

Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 8

Educator Certifications

English (Grades 6-12) Plus Reading Endorsement
Middle Grades English (Middle Grades 5-9) Plus Reading Endorsement
Reading (Elementary and Secondary Grades K-12)
English Speakers of Other Languages (ESOL) Endorsement Plus Reading Endorsement

M/J Literacy through World Literature (#1010010) 2016 - And

Beyond (current)

Course Standards

Name	Description
LAFS.8.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.
LAFS.8.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.
LAFS.8.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LAFS.8.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LAFS.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LAFS.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.8.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
LAFS.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.

General Course Information and Notes

GENERAL NOTES

This course is intended to create opportunities for students to read, write, and speak beyond the Reading and Language Arts classroom settings. The content of Literacy through World Literature will include, but not be limited to, the following:

- Extensive reading of and writing in response to literature, analyzing theme, character development, setting, and author's purpose.
- Developing the ability to understand, discuss, and analyze multiple types of literature, short stories, and novels.
- Developing the ability to identify similarities and differences between cultures based on literature of the era.
- Identify and analyze that authors write literature to affect their societies.
- Extensive discussion of and writing comparative analysis of common themes found in multiple cultures.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

Course Number: 1010010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

SubSubject: Literacy >

Abbreviated Title: M/J LITERACY WRLDLIT

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 8

Educator Certifications

English (Grades 6-12) Plus Reading Endorsement

Middle Grades English (Middle Grades 5-9) Plus Reading Endorsement

Braille Reading and Writing (#1010360) 2015 - And Beyond (current)

Course Standards

Name	Description
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

A. Major concepts/content. The purpose of this course is to teach students literary Grade 2 Braille and a basic awareness of aspects of visual disabilities. The content should include, but not be limited to:

- transcription of print to Braille
- presentation of emotional, social, legal, and cultural aspects of visual disabilities

B. Special Note. None

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

VERSION REQUIREMENTS

C. Course Requirements. After successfully completing this course, the student will:

1. Demonstrate visual reading of Braille.
2. Demonstrate writing of Braille on a braillewriter.
3. Identify and explain specific aspects of blindness.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1010360

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** English/Language Arts

> **SubSubject:** Manual Communications >

Abbreviated Title: BRAILLE READ WRIT

Course Length: Year (Y)

Course Level: 2

American Literature Honors (#1020810) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the <i>Preamble to the Constitution</i> , the <i>Bill of Rights</i> , and <i>Lincoln's Second Inaugural Address</i>) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

	(Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Clarifications: Examples are education, transportation, crime prevention, funding of services.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of American literature through advanced integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative American literature, with its varied cultural influences, from the Colonial Period to the present, highlighting the major genres, themes, subjects, and historical influences associated with each literary period, including pertinent foundational documents in United States history.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments, themes, and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims

- crafting coherent, supported informative/expository texts
- responding to literature for personal and analytical purposes
- writing narratives to develop real or imagined events
- writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

<p>Course Number: 1020810</p> <p>Number of Credits: One (1) credit</p> <p>Course Type: Core Academic Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 9,10,11,12</p> <p>Graduation Requirement: English</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: Literature ></p> <p>Abbreviated Title: AMER LIT HON</p> <p>Course Length: Year (Y)</p> <p>Course Attributes:</p> <ul style="list-style-type: none"> • Honors • Class Size Core Required <p>Course Level: 3</p>
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Educator Certifications

English (Grades 6-12)

Classical Literature Honors (#1020830) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

	(Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, or orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Clarifications: Examples are education, transportation, crime prevention, funding of services.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of classical literature through advanced integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative classical literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the literary period.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments, themes, and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1020830	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: Literature >
Number of Credits: Half credit (.5)	Abbreviated Title: CLASS LIT HON
Course Type: Core Academic Course	Course Length: Semester (S)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">• Honors• Class Size Core Required
Graduation Requirement: English	Course Level: 3

Educator Certifications

English (Grades 6-12)

Contemporary Literature Honors (#1020840) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of

LAFS.1112.RL.2.4:	specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. Clarifications: Using “I” messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Clarifications: Examples are education, transportation, crime prevention, funding of services.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of contemporary literature through advanced integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative contemporary literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of varied contemporary literature and informational texts to examine:
 - text craft and structure
 - elements of literature
 - arguments, themes, and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts

- responding to literature for personal and analytical purposes
- writing narratives to develop real or imagined events
- writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1020840

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

Abbreviated Title: CONTEMP LIT HON

Course Length: Semester (S)

Course Attributes:

- Honors
- Class Size Core Required

Number of Credits: Half credit (.5)

Course Level: 3

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

World Literature Honors (#1020850) 2015 - And Beyond (current)

Course Standards

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text

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

Writing

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

Speaking and Listening

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

Language

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

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.1112.RI.4.10:	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.1112.RL.4.10:	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1:	<ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Clarifications: Examples are education, transportation, crime prevention, funding of services.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of world literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative world literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the selections

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature

- arguments, themes, and claims supported by textual evidence
- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

<p>Course Number: 1020850</p> <p>Number of Credits: One (1) credit</p> <p>Course Type: Core Academic Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 9,10,11,12</p> <p>Graduation Requirement: English</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: English/Language Arts > SubSubject: Literature ></p> <p>Abbreviated Title: WORLD LIT HON</p> <p>Course Length: Year (Y)</p> <p>Course Attributes:</p> <ul style="list-style-type: none"> • Honors • Class Size Core Required <p>Course Level: 3</p>
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Educator Certifications

English (Grades 6-12)

Great Books Honors (#1020860) 2015 - And Beyond (current)

Course Standards

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text

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

Writing

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

Speaking and Listening

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

Language

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

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.1112.RI.4.10:	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.1112.RL.4.10:	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among

	<p>complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p>Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
SS.912.C.2.8:	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p>Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
SS.912.C.3.13:	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p>Clarifications: Examples are education, transportation, crime prevention, funding of services.</p>

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of great literature through advanced integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative “great books,” including ones with varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments, themes, and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 1020860

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: English

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** English/Language Arts

> **SubSubject:** Literature >

Abbreviated Title: GREAT BOOKS HON

Course Length: Year (Y)

Course Attributes:

- Honors
- Class Size Core Required

Course Level: 3

Educator Certifications

English (Grades 6-12)

Ancient Literature Honors (#1020870) 2018 - And Beyond (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
LAFS.1112.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
LAFS.1112.RL.2.5:	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.1112.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas,

	avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LAFS.K12.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LAFS.K12.R.1.1:	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LAFS.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LAFS.K12.R.3.8:	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LAFS.K12.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LAFS.K12.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of ancient literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative ancient literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the literary period.

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments, themes, and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources (short and longer research) using text-based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

SPECIAL NOTES:

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

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

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

Course Number: 1020870

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Graduation Requirement: English

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

Abbreviated Title: ANCIENT LIT HONORS

Course Length: Year (Y)

Course Attributes:

- Honors
- Class Size Core Required

Course Level: 3

Educator Certifications

English (Grades 6-12)

English for Speakers of Other Languages- Elementary (#5010010) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., during, beyond, toward). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
LAFS.1.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
LAFS.1.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
LAFS.1.L.3.5:	<p>With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are cozy). Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
LAFS.1.L.3.6:	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).</p>
LAFS.1.RF.1.1:	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
LAFS.1.RF.2.2:	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LAFS.1.RF.3.3:	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs. Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words.
LAFS.1.RF.4.4:	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.1.RI.1.1:	<p>Ask and answer questions about key details in a text.</p>
LAFS.1.RI.1.2:	<p>Identify the main topic and retell key details of a text.</p>
LAFS.1.RI.1.3:	<p>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
LAFS.1.RI.2.4:	<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
LAFS.1.RI.2.5:	<p>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>

LAFS.1.RI.2.6:	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LAFS.1.RI.3.7:	Use the illustrations and details in a text to describe its key ideas.
LAFS.1.RI.3.8:	Identify the reasons an author gives to support points in a text.
LAFS.1.RI.3.9:	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LAFS.1.RI.4.10:	With prompting and support, read informational texts appropriately complex for grade 1.
LAFS.1.RL.1.1:	Ask and answer questions about key details in a text.
LAFS.1.RL.1.2:	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LAFS.1.RL.1.3:	Describe characters, settings, and major events in a story, using key details.
LAFS.1.RL.2.4:	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LAFS.1.RL.2.5:	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LAFS.1.RL.2.6:	Identify who is telling the story at various points in a text.
LAFS.1.RL.3.7:	Use illustrations and details in a story to describe its characters, setting, or events.
LAFS.1.RL.3.9:	Compare and contrast the adventures and experiences of characters in stories.
LAFS.1.RL.4.10:	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
LAFS.1.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
LAFS.1.SL.1.2:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.SL.1.3:	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LAFS.1.SL.2.4:	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LAFS.1.SL.2.5:	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LAFS.1.SL.2.6:	Produce complete sentences when appropriate to task and situation.
LAFS.1.W.1.1:	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LAFS.1.W.1.2:	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LAFS.1.W.1.3:	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LAFS.1.W.2.5:	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
LAFS.1.W.2.6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.1.W.3.7:	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
LAFS.1.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LAFS.2.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Demonstrate legible printing skills. b. Use collective nouns (e.g., group). c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). d. Use reflexive pronouns (e.g., myself, ourselves). e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). f. Use adjectives and adverbs, and choose between them depending on what is to be modified. g. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
LAFS.2.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LAFS.2.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Compare formal and informal uses of English.
LAFS.2.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LAFS.2.L.3.5:	Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
LAFS.2.L.3.6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

LAFS.2.RF.3.3:	<ul style="list-style-type: none"> b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
LAFS.2.RF.4.4:	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.2.RI.1.1:	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LAFS.2.RI.1.2:	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LAFS.2.RI.1.3:	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LAFS.2.RI.2.4:	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LAFS.2.RI.2.5:	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LAFS.2.RI.2.6:	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LAFS.2.RI.3.7:	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LAFS.2.RI.3.8:	Describe how an author uses reasons to support specific points in a text.
LAFS.2.RI.3.9:	Compare and contrast the most important points presented by two texts on the same topic.
LAFS.2.RI.4.10:	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.2.RL.1.1:	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LAFS.2.RL.1.2:	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LAFS.2.RL.1.3:	Describe how characters in a story respond to major events and challenges.
LAFS.2.RL.2.4:	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LAFS.2.RL.2.5:	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
LAFS.2.RL.2.6:	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LAFS.2.RL.3.7:	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LAFS.2.RL.3.9:	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
LAFS.2.RL.4.10:	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.2.SL.1.1:	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
LAFS.2.SL.1.2:	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS.2.SL.1.3:	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LAFS.2.SL.2.4:	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LAFS.2.SL.2.5:	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LAFS.2.SL.2.6:	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LAFS.2.W.1.1:	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
LAFS.2.W.1.2:	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LAFS.2.W.1.3:	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LAFS.2.W.2.5:	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
LAFS.2.W.2.6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.2.W.3.7:	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LAFS.2.W.3.8:	Recall information from experiences or gather information from provided sources to answer a question.
LAFS.3.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Demonstrate beginning cursive writing skills. b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use abstract nouns (e.g., childhood, friendship, courage). e. Form and use regular and irregular verbs. f. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. g. Ensure subject-verb and pronoun-antecedent agreement. h. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. i. Use coordinating and subordinating conjunctions. j. Produce simple, compound, and complex sentences.
	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue.

LAFS.3.L.1.2:	<ul style="list-style-type: none"> d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LAFS.3.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.
LAFS.3.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LAFS.3.L.3.5:	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LAFS.3.L.3.6:	<p>Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
LAFS.3.RF.3.3:	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.
LAFS.3.RF.4.4:	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.3.RI.1.1:	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
LAFS.3.RI.1.2:	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
LAFS.3.RI.1.3:	<p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
LAFS.3.RI.2.4:	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
LAFS.3.RI.2.5:	<p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
LAFS.3.RI.2.6:	<p>Distinguish their own point of view from that of the author of a text.</p>
LAFS.3.RI.3.7:	<p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
LAFS.3.RI.3.8:	<p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
LAFS.3.RI.3.9:	<p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p>
LAFS.3.RI.4.10:	<p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>
LAFS.3.RL.1.1:	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
LAFS.3.RL.1.2:	<p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>
LAFS.3.RL.1.3:	<p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
LAFS.3.RL.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>
LAFS.3.RL.2.5:	<p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>
LAFS.3.RL.2.6:	<p>Distinguish their own point of view from that of the narrator or those of the characters.</p>
LAFS.3.RL.3.7:	<p>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>
LAFS.3.RL.3.9:	<p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>
LAFS.3.RL.4.10:	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>
LAFS.3.SL.1.1:	<p>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> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

LAFS.3.SL.1.2:	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.SL.1.3:	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LAFS.3.SL.2.4:	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LAFS.3.SL.2.5:	Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.
LAFS.3.SL.2.6:	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LAFS.3.W.1.1:	Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
LAFS.3.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
LAFS.3.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
LAFS.3.W.2.4:	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.3.W.2.5:	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LAFS.3.W.2.6:	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
LAFS.3.W.3.7:	Conduct short research projects that build knowledge about a topic.
LAFS.3.W.3.8:	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LAFS.3.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.4.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Demonstrate legible cursive writing skills. b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. h. Correctly use frequently confused words (e.g., to, too, two; there, their).
LAFS.4.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.
LAFS.4.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
LAFS.4.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LAFS.4.L.3.5:	Demonstrate understanding of word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
LAFS.4.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).

LAFS.4.RF.3.3:	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.
LAFS.4.RF.4.4:	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.4.RI.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RI.1.2:	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LAFS.4.RI.1.3:	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LAFS.4.RI.2.4:	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LAFS.4.RI.2.5:	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LAFS.4.RI.2.6:	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LAFS.4.RI.3.7:	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LAFS.4.RI.3.8:	Explain how an author uses reasons and evidence to support particular points in a text.
LAFS.4.RI.3.9:	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LAFS.4.RI.4.10:	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.4.RL.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LAFS.4.RL.1.3:	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LAFS.4.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
LAFS.4.RL.2.5:	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LAFS.4.RL.2.6:	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LAFS.4.RL.3.7:	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
LAFS.4.RL.3.9:	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LAFS.4.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.4.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LAFS.4.SL.1.2:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.1.3:	Identify the reasons and evidence a speaker provides to support particular points.
LAFS.4.SL.2.4:	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.4.SL.2.5:	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LAFS.4.SL.2.6:	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
LAFS.4.W.1.1:	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.
LAFS.4.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
LAFS.4.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events.

	<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
LAFS.4.W.2.4:	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.4.W.2.5:	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LAFS.4.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LAFS.4.W.3.7:	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LAFS.4.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LAFS.4.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>
LAFS.4.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.5.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Demonstrate fluent and legible cursive writing skills.</p> <p>b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>c. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>d. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>e. Recognize and correct inappropriate shifts in verb tense.</p> <p>f. Use correlative conjunctions (e.g., either/or, neither/nor).</p>
LAFS.5.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>
LAFS.5.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
LAFS.5.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
LAFS.5.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
LAFS.5.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
LAFS.5.RF.3.3:	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
LAFS.5.RF.4.4:	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
LAFS.5.RI.1.1:	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RI.1.2:	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LAFS.5.RI.1.3:	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LAFS.5.RI.2.4:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LAFS.5.RI.2.5:	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LAFS.5.RI.2.6:	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LAFS.5.RI.3.7:	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LAFS.5.RI.3.8:	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LAFS.5.RI.3.9:	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

LAFS.5.RI.4.10:	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
LAFS.5.RL.1.1:	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
LAFS.5.RL.1.3:	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LAFS.5.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LAFS.5.RL.2.5:	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LAFS.5.RL.2.6:	Describe how a narrator’s or speaker’s point of view influences how events are described.
LAFS.5.RL.3.7:	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LAFS.5.RL.3.9:	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LAFS.5.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
LAFS.5.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LAFS.5.SL.1.2:	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3:	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LAFS.5.SL.2.4:	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.5.SL.2.5:	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LAFS.5.SL.2.6:	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LAFS.5.W.1.1:	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented.
LAFS.5.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.
LAFS.5.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.
LAFS.5.W.2.4:	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.5.W.2.5:	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.5.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LAFS.5.W.3.7:	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
LAFS.5.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LAFS.5.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
LAFS.5.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <ol style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs.

LAFS.K.L.1.1:	<ul style="list-style-type: none"> c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.
LAFS.K.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
LAFS.K.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
LAFS.K.L.3.5:	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
LAFS.K.L.3.6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
LAFS.K.RF.1.1:	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
LAFS.K.RF.2.2:	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
LAFS.K.RF.3.3:	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
LAFS.K.RF.4.4:	Read emergent-reader texts with purpose and understanding.
LAFS.K.RI.1.1:	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RI.1.2:	With prompting and support, identify the main topic and retell key details of a text.
LAFS.K.RI.1.3:	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LAFS.K.RI.2.4:	With prompting and support, ask and answer questions about unknown words in a text.
LAFS.K.RI.2.5:	Identify the front cover, back cover, and title page of a book.
LAFS.K.RI.2.6:	With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LAFS.K.RI.3.7:	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LAFS.K.RI.3.8:	With prompting and support, identify the reasons an author gives to support points in a text.
LAFS.K.RI.3.9:	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LAFS.K.RI.4.10:	Actively engage in group reading activities with purpose and understanding.
LAFS.K.RL.1.1:	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RL.1.2:	With prompting and support, retell familiar stories, including key details.
LAFS.K.RL.1.3:	With prompting and support, identify characters, settings, and major events in a story.
LAFS.K.RL.2.4:	With prompting and support, ask and answer questions about unknown words in a text.
LAFS.K.RL.2.5:	Recognize common types of texts (e.g., storybooks, poems).
LAFS.K.RL.2.6:	With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.
LAFS.K.RL.3.7:	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LAFS.K.RL.3.9:	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LAFS.K.RL.4.10:	Actively engage in group reading activities with purpose and understanding.
LAFS.K.SL.1.1:	<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
LAFS.K.SL.1.2:	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LAFS.K.SL.2.4:	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

LAFS.K.SL.2.5:	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LAFS.K.SL.2.6:	Speak audibly and express thoughts, feelings, and ideas clearly.
LAFS.K.W.1.1:	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LAFS.K.W.1.2:	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LAFS.K.W.1.3:	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LAFS.K.W.2.5:	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
LAFS.K.W.2.6:	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.K.W.3.7:	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LAFS.K.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course will be composed of a multilevel classroom with learners from diverse backgrounds at varying English proficiency levels using a standards-based ESOL curriculum. This course supports English Language Learners' acquisition of English in order to learn and to read, write, and speak in English, including the use of appropriate forms of English for different purposes, the importance of culture in various communicative modes, and the importance of active oral language participation within the classroom setting. Each student's curriculum should be defined using the most appropriate standards from those listed below to meet the individual's needs.

GENERAL NOTES

Special Notes:

Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.

GENERAL INFORMATION

Course Number: 5010010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** English/Language Arts >

SubSubject: General >

Abbreviated Title: ESOL E

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Educator Certifications

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Prekindergarten/Primary Education (Age 3 through Grade 3) Plus English Speakers of Other Languages (ESOL) Endorsement
Primary Education (K-3) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

Functional Basic Skills in Reading-Elementary (#5010020) 2015 - 2021 (current)

Course Standards

Name	Description
LAFS.1.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
LAFS.1.L.3.5:	With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings. <ol style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are cozy). Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
LAFS.1.L.3.6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).
LAFS.1.RF.1.1:	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
LAFS.1.RF.2.2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LAFS.1.RF.3.3:	Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs. Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words.
LAFS.1.RF.4.4:	Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.1.RI.1.1:	Ask and answer questions about key details in a text.
LAFS.1.RI.1.2:	Identify the main topic and retell key details of a text.
LAFS.1.RI.1.3:	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LAFS.1.RI.2.4:	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LAFS.1.RI.2.5:	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LAFS.1.RI.2.6:	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LAFS.1.RI.3.7:	Use the illustrations and details in a text to describe its key ideas.
LAFS.1.RI.3.8:	Identify the reasons an author gives to support points in a text.
LAFS.1.RI.3.9:	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LAFS.1.RI.4.10:	With prompting and support, read informational texts appropriately complex for grade 1.
LAFS.1.RL.1.1:	Ask and answer questions about key details in a text.
LAFS.1.RL.1.2:	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LAFS.1.RL.1.3:	Describe characters, settings, and major events in a story, using key details.
LAFS.1.RL.2.4:	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LAFS.1.RL.2.5:	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LAFS.1.RL.2.6:	Identify who is telling the story at various points in a text.
LAFS.1.RL.3.7:	Use illustrations and details in a story to describe its characters, setting, or events.
LAFS.1.RL.3.9:	Compare and contrast the adventures and experiences of characters in stories.
LAFS.1.RL.4.10:	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
LAFS.1.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

	c. Ask questions to clear up any confusion about the topics and texts under discussion.
LAFS.1.SL.1.2:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.SL.1.3:	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LAFS.1.SL.2.4:	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LAFS.1.SL.2.5:	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LAFS.1.W.1.1:	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LAFS.1.W.1.2:	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LAFS.1.W.1.3:	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LAFS.1.W.3.7:	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
LAFS.1.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LAFS.2.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LAFS.2.L.3.5:	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
LAFS.2.L.3.6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
LAFS.2.RF.3.3:	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
LAFS.2.RF.4.4:	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.2.RI.1.1:	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LAFS.2.RI.1.2:	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LAFS.2.RI.1.3:	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LAFS.2.RI.2.4:	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LAFS.2.RI.2.5:	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LAFS.2.RI.2.6:	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LAFS.2.RI.3.7:	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LAFS.2.RI.3.8:	Describe how an author uses reasons to support specific points in a text.
LAFS.2.RI.3.9:	Compare and contrast the most important points presented by two texts on the same topic.
LAFS.2.RI.4.10:	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.2.RL.1.1:	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LAFS.2.RL.1.2:	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LAFS.2.RL.1.3:	Describe how characters in a story respond to major events and challenges.
LAFS.2.RL.2.4:	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LAFS.2.RL.2.5:	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
LAFS.2.RL.2.6:	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LAFS.2.RL.3.7:	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LAFS.2.RL.3.9:	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
LAFS.2.RL.4.10:	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.2.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
LAFS.2.SL.1.2:	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LAFS.2.SL.1.3:	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LAFS.2.SL.2.4:	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LAFS.2.W.1.1:	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
LAFS.2.W.1.2:	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LAFS.2.W.1.3:	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LAFS.2.W.3.7:	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LAFS.2.W.3.8:	Recall information from experiences or gather information from provided sources to answer a question.
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LAFS.3.L.2.3:	<ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.
	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LAFS.3.L.3.4:	<ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
	Demonstrate understanding of word relationships and nuances in word meanings.
LAFS.3.L.3.5:	<ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LAFS.3.L.3.6:	Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
	Know and apply grade-level phonics and word analysis skills in decoding words.
LAFS.3.RF.3.3:	<ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.
	Read with sufficient accuracy and fluency to support comprehension.
LAFS.3.RF.4.4:	<ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.3.RI.1.1:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RI.1.2:	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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.
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.
LAFS.3.RI.2.5:	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LAFS.3.RI.2.6:	Distinguish their own point of view from that of the author of a text.
LAFS.3.RI.3.7:	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LAFS.3.RI.3.8:	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
LAFS.3.RI.3.9:	Compare and contrast the most important points and key details presented in two texts on the same topic.
LAFS.3.RI.4.10:	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
LAFS.3.RL.1.1:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RL.1.2:	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
LAFS.3.RL.1.3:	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
LAFS.3.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LAFS.3.RL.2.5:	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LAFS.3.RL.2.6:	Distinguish their own point of view from that of the narrator or those of the characters.
LAFS.3.RL.3.7:	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LAFS.3.RL.3.9:	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LAFS.3.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
	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.
	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

LAFS.3.SL.1.1:	<ul style="list-style-type: none"> b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
LAFS.3.SL.1.2:	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.SL.1.3:	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LAFS.3.SL.2.4:	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LAFS.3.W.1.1:	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
LAFS.3.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
LAFS.3.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
LAFS.3.W.3.7:	Conduct short research projects that build knowledge about a topic.
LAFS.3.W.3.8:	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LAFS.4.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
LAFS.4.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LAFS.4.L.3.5:	<p>Demonstrate understanding of word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
LAFS.4.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).
LAFS.4.RF.3.3:	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.
LAFS.4.RF.4.4:	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.4.RI.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RI.1.2:	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LAFS.4.RI.1.3:	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LAFS.4.RI.2.4:	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LAFS.4.RI.2.5:	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LAFS.4.RI.2.6:	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LAFS.4.RI.3.7:	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LAFS.4.RI.3.8:	Explain how an author uses reasons and evidence to support particular points in a text.
LAFS.4.RI.3.9:	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

LAFS.4.RI.4.10:	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.4.RL.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LAFS.4.RL.1.3:	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
LAFS.4.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
LAFS.4.RL.2.5:	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LAFS.4.RL.2.6:	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LAFS.4.RL.3.7:	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
LAFS.4.RL.3.9:	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LAFS.4.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
LAFS.4.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LAFS.4.SL.1.2:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.1.3:	Identify the reasons and evidence a speaker provides to support particular points.
LAFS.4.SL.2.4:	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LAFS.4.W.1.1:	<ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LAFS.4.W.1.2:	<ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LAFS.4.W.1.3:	<ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
LAFS.4.W.3.7:	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LAFS.4.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.4.W.3.9:	<ul style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LAFS.5.L.2.3:	<ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
LAFS.5.L.3.4:	<ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	<ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context.

LAFS.5.L.3.5:	<ul style="list-style-type: none"> b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
LAFS.5.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
LAFS.5.RF.3.3:	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LAFS.5.RF.4.4:	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.5.RI.1.1:	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RI.1.2:	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LAFS.5.RI.1.3:	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LAFS.5.RI.2.4:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LAFS.5.RI.2.5:	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LAFS.5.RI.2.6:	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LAFS.5.RI.3.7:	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LAFS.5.RI.3.8:	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LAFS.5.RI.3.9:	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LAFS.5.RI.4.10:	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
LAFS.5.RL.1.1:	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
LAFS.5.RL.1.3:	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LAFS.5.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LAFS.5.RL.2.5:	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LAFS.5.RL.2.6:	Describe how a narrator's or speaker's point of view influences how events are described.
LAFS.5.RL.3.7:	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LAFS.5.RL.3.9:	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LAFS.5.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
LAFS.5.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LAFS.5.SL.1.2:	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3:	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LAFS.5.W.1.1:	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
LAFS.5.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
LAFS.5.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

LAFS.5.W.3.7:	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
LAFS.5.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LAFS.5.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
LAFS.K.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
LAFS.K.L.3.5:	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
LAFS.K.L.3.6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
LAFS.K.RF.1.1:	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet.
LAFS.K.RF.2.2:	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
LAFS.K.RF.3.3:	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
LAFS.K.RF.4.4:	Read emergent-reader texts with purpose and understanding.
LAFS.K.RI.1.1:	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RI.1.2:	With prompting and support, identify the main topic and retell key details of a text.
LAFS.K.RI.1.3:	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LAFS.K.RI.2.4:	With prompting and support, ask and answer questions about unknown words in a text.
LAFS.K.RI.2.5:	Identify the front cover, back cover, and title page of a book.
LAFS.K.RI.2.6:	With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LAFS.K.RI.3.7:	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LAFS.K.RI.3.8:	With prompting and support, identify the reasons an author gives to support points in a text.
LAFS.K.RI.3.9:	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LAFS.K.RI.4.10:	Actively engage in group reading activities with purpose and understanding.
LAFS.K.RL.1.1:	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RL.1.2:	With prompting and support, retell familiar stories, including key details.
LAFS.K.RL.1.3:	With prompting and support, identify characters, settings, and major events in a story.
LAFS.K.RL.2.4:	With prompting and support, ask and answer questions about unknown words in a text.
LAFS.K.RL.2.5:	Recognize common types of texts (e.g., storybooks, poems).
LAFS.K.RL.2.6:	With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.
LAFS.K.RL.3.7:	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LAFS.K.RL.3.9:	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LAFS.K.RL.4.10:	Actively engage in group reading activities with purpose and understanding.
LAFS.K.SL.1.1:	<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.
LAFS.K.SL.1.2:	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LAFS.K.SL.2.4:	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LAFS.K.SL.2.5:	Add drawings or other visual displays to descriptions as desired to provide additional detail.

LAFS.K.W.1.1:	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LAFS.K.W.1.2:	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LAFS.K.W.1.3:	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LAFS.K.W.3.7:	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LAFS.K.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course may be composed of a multilevel classroom with learners from diverse backgrounds at varying proficiency levels using a standards-based curriculum. This course supports students who are struggling to read and write or speak about what they have read. Each student's curriculum should be defined using the most appropriate standards from those listed below to meet the individual's needs.

GENERAL NOTES

Special Notes:

Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.

GENERAL INFORMATION

Course Number: 5010020

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** English/Language Arts >

SubSubject: General >

Abbreviated Title: FNC BAS SKLS READ E

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

Elementary Education (Elementary Grades 1-6)

Reading (Elementary and Secondary Grades K-12)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Primary Education (K-3)

Elementary Education (Grades K-6)

Functional Reading Skills K-2 (#5010022) 2021 - And Beyond (current)

Course Standards

Name	Description
ELA.1.F.1.1:	<p>Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.</p> <p>Standard Relation to Course: Major</p>
ELA.1.F.1.2:	<p>Demonstrate phonological awareness.</p> <ol style="list-style-type: none"> Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs. Blend single-syllable spoken words with at least five phonemes. Segment single-syllable spoken words with at least five phonemes. Segment and blend phonemes in multi-syllable spoken words. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications:</p> <p>Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> </div> <p>Standard Relation to Course: Major</p>
ELA.1.F.1.3:	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p> <ol style="list-style-type: none"> Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends. Decode simple words with r-controlled vowels. Decode and encode regularly spelled one-syllable words. Decode words with inflectional endings. Decode two-syllable words with regular patterns by breaking the words into syllables. Decode words that use final –e and vowel teams to make long-vowel sound. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications:</p> <p>Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).</p> <p>Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> </div> <p>Standard Relation to Course: Major</p>
ELA.1.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <ol style="list-style-type: none"> Recognize and read with automaticity the grade-level sight words. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications:</p> <p>Clarification 1: See Dolch and Fry word lists.</p> <p>Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p>Clarification 3: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed.</p> <p>Clarification 4: "Appropriate prosody" refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p>Clarification 5: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> </div> <p>Standard Relation to Course: Major</p>
ELA.1.R.1.1:	<p>Identify and describe the main story elements in a story.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications:</p> <p>Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.</p> <p>Clarification 2: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.</p> <p>Clarification 3: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.</p> </div> <p>Standard Relation to Course: Supporting</p>
ELA.1.R.2.2:	<p>Identify the topic of and relevant details in a text.</p> <p>Standard Relation to Course: Supporting</p>
ELA.1.R.3.2:	<p>Retell a text in oral or written form to enhance comprehension.</p> <ol style="list-style-type: none"> Use main story elements at the beginning, middle, and end for a literary text. Use topic and important details for an informational text. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications:</p> <p>Clarification 1: Most grade-level texts are appropriate for this benchmark.</p> </div> <p>Standard Relation to Course: Major</p>

ELA.1.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p>Clarifications: Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p>Standard Relation to Course: Major</p>
ELA.1.V.1.2:	<p>Identify and use frequently occurring base words and their common inflections in grade-level content.</p> <p>Clarifications: Clarification 1: See Base Words for frequently occurring base words. Clarification 2: Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information. Example: Regular verbs add the inflectional ending -ed to indicate the past tense.</p> <p>Standard Relation to Course: Major</p>
ELA.1.V.1.3:	<p>Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p> <p>Clarifications: Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: See Context Clues and Word Relationships.</p> <p>Standard Relation to Course: Major</p>
ELA.2.F.1.3:	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p> <ol style="list-style-type: none"> Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). Decode regularly spelled two-syllable words with long and short vowels. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). Decode words with common prefixes and suffixes. Decode words with silent letter combinations (e.g., knight, comb, island, ghost). <p>Clarifications: Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p>Standard Relation to Course: Major</p>
ELA.2.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p>Clarifications: Clarification 1: See Dolch and Fry word lists. Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. Clarification 3: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. Clarification 4: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. Clarification 5: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p>Standard Relation to Course: Major</p>
ELA.2.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p>Clarifications: Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p>Standard Relation to Course: Major</p>
ELA.2.V.1.2:	<p>Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.</p> <p>Clarifications: Clarification 1: See Base Words.</p> <p>Standard Relation to Course: Major</p>
ELA.2.V.1.3:	<p>Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p> <p>Clarifications: Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: See Context Clues and Word Relationships.</p> <p>Standard Relation to Course: Major</p> <p>Demonstrate knowledge of the basic concepts of print.</p> <ol style="list-style-type: none"> Locate a printed word on a page. Distinguish letters from words within sentences.

ELA.K.F.1.1:	<p>c. Match print to speech to demonstrate that language is represented by print. d. Identify parts of a book (front cover, back cover, title page). e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line. f. Identify all upper- and lowercase letters of the alphabet. g. Recognize that print conveys specific meaning and pictures may support meaning.</p> <p>Clarifications: Clarification 1: Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.</p> <p>Standard Relation to Course: Major</p>
ELA.K.F.1.2:	<p>Demonstrate phonological awareness.</p> <p>a. Blend and segment syllables in spoken words. b. Identify and produce alliterative and rhyming words. c. Blend and segment onset and rimes of single-syllable words. d. Identify the initial, medial, and final sound of spoken words. e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. f. Segment and blend phonemes in single-syllable spoken words.</p> <p>Clarifications: Clarification 1: Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.</p> <p>Standard Relation to Course: Major</p>
ELA.K.F.1.3:	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p> <p>a. Demonstrate knowledge of the most frequent sound for each consonant. b. Demonstrate knowledge of the short and long sounds for the five major vowels. c. Decode consonant-vowel-consonant (CVC) words. d. Encode consonant-vowel-consonant (CVC) words.</p> <p>Clarifications: Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p>Standard Relation to Course: Major</p>
ELA.K.F.1.4:	<p>Recognize and read with automaticity grade-level high frequency words.</p> <p>Clarifications: Clarification 1: See Dolch and Fry word lists. Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p>Standard Relation to Course: Major</p>
ELA.K.R.1.1:	<p>Describe the main character(s), setting, and important events in a story.</p> <p>Clarifications: Clarification 1: In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on. Clarification 2: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated. Clarification 3: Descriptions can be oral, either in response to a question or through discussion.</p> <p>Standard Relation to Course: Supporting</p>
ELA.K.R.3.2:	<p>Retell a text orally to enhance comprehension:</p> <p>a. Use main character(s), setting, and important events for a story. b. Use topic and details for an informational text.</p> <p>Clarifications: Clarification 1: Most grade-level texts are appropriate for this benchmark.</p> <p>Standard Relation to Course: Supporting</p>
ELA.K.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p>Clarifications: Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p>Standard Relation to Course: Major</p>
ELA.K.V.1.2:	<p>Ask and answer questions about unfamiliar words in grade-level content.</p> <p>Standard Relation to Course: Major</p>
ELA.K.V.1.3:	<p>Identify and sort common words into basic categories, relating vocabulary to background knowledge.</p> <p>Clarifications: Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: See Context Clues and Word Relationships.</p>

	<p>Standard Relation to Course: Major</p> <p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications:</p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.1.1:	
	<p>Standard Relation to Course: Supporting</p> <p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications:</p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.2.1:	
	<p>Standard Relation to Course: Supporting</p> <p>Make inferences to support comprehension.</p> <p>Clarifications:</p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.3.1:	
	<p>Standard Relation to Course: Supporting</p> <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications:</p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.4.1:	
	<p>Standard Relation to Course: Supporting</p> <p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications:</p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.5.1:	
	<p>Standard Relation to Course: Supporting</p> <p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications:</p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELA.K12.EE.6.1:	
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for students with a substantial deficiency in reading for whom interventions have not been effective. Instruction will use explicit, systematic, and sequential approaches to reading instruction addressing all components of reading including phonological awareness, phonics, vocabulary, fluency, and reading comprehension.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in Basic Skills in Reading K-2 and core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring with more extensive opportunities for guided practice, error correction, and feedback. The expected outcome is for the student to achieve grade-level proficiency.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

GENERAL INFORMATION

Course Number: 5010022	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades PreK to 5 Education Courses > Subject: English/Language Arts > SubSubject: General >
Course Type: Elective Course	Abbreviated Title: Fun Read K-2
Course Status: Course Approved	Course Length: Year (Y) Course Level: 2

Educator Certifications

Primary Education (K-3)
Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Reading (Elementary and Secondary Grades K-12)

Basic Skills in Reading 3-5 (#5010024) 2021 - And Beyond (current)

Course Standards

Name	Description
ELA.2.C.1.1:	Demonstrate legible printing skills.
ELA.2.F.1.3:	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p> <ol style="list-style-type: none"> Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). Decode regularly spelled two-syllable words with long and short vowels. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). Decode words with common prefixes and suffixes. Decode words with silent letter combinations (e.g., knight, comb, island, ghost). <p>Clarifications: Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p>
ELA.2.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p>Clarifications: Clarification 1: See Dolch and Fry word lists. Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. Clarification 3: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. Clarification 4: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. Clarification 5: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p>
ELA.2.R.1.1:	<p>Identify plot structure and describe main story elements in a literary text.</p> <p>Clarifications: Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. Clarification 2: For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text. Clarification 3: For character, student's will describe characters' traits, feelings, and behaviors.</p>
ELA.2.R.1.2:	Identify and explain a theme of a literary text.
ELA.2.R.1.3:	Identify different characters' perspectives in a literary text.
ELA.2.R.2.1:	Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.
ELA.2.R.2.2:	Identify the central idea and relevant details in a text.
ELA.2.R.2.3:	Explain an author's purpose in an informational text.
ELA.2.R.2.4:	Explain an author's opinion(s) and supporting evidence.
ELA.2.R.3.2:	<p>Retell a text to enhance comprehension.</p> <ol style="list-style-type: none"> Use main story elements in a logical sequence for a literary text. Use the central idea and relevant details for an informational text. <p>Clarifications: Clarification 1: Most grade-level texts are appropriate for this benchmark.</p>
ELA.2.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p>Clarifications: Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.2.V.1.2:	<p>Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.</p> <p>Clarifications: Clarification 1: See Base Words.</p>
	<p>Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p> <p>Clarifications:</p>

ELA.2.V.1.3:	<p>Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p>Clarification 2: See Context Clues and Word Relationships.</p>
ELA.3.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.</p> <p>Clarifications: Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This grade level introduces an expectation that the information be presented in a logical sequence. A student may self-correct an error in sequence. Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.</p>
ELA.3.F.1.3:	<p>Use knowledge of grade-level phonics and word-analysis skills to decode words.</p> <ol style="list-style-type: none"> Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2) Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est). Decode multisyllabic words. <p>Clarifications: Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes. Clarification 2: See Affixes and the Parts of Speech They Form.</p>
ELA.3.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p>Clarifications: Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p>
ELA.3.R.1.1:	<p>Explain how one or more characters develop throughout the plot in a literary text.</p> <p>Clarifications: Clarification 1: When explaining character development, students will include character traits, feelings, motivations, and responses to situations.</p>
ELA.3.R.1.2:	<p>Explain a theme and how it develops, using details, in a literary text.</p>
ELA.3.R.1.3:	<p>Explain different characters' perspectives in a literary text.</p> <p>Clarifications: Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>
ELA.3.R.2.1:	<p>Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.</p>
ELA.3.R.2.2:	<p>Identify the central idea and explain how relevant details support that idea in a text.</p>
ELA.3.R.2.3:	<p>Explain the development of an author's purpose in an informational text.</p>
ELA.3.R.2.4:	<p>Identify an author's claim and explain how an author uses evidence to support the claim.</p>
ELA.3.R.3.2:	<p>Summarize a text to enhance comprehension.</p> <ol style="list-style-type: none"> Include plot and theme for a literary text. Use the central idea and relevant details for an informational text. <p>Clarifications: Clarification 1: Most grade-level texts are appropriate for this benchmark.</p>
ELA.3.R.3.3:	<p>Compare and contrast how two authors present information on the same topic or theme.</p>
ELA.3.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p>Clarifications: Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.3.V.1.2:	<p>Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.</p> <p>Clarifications: Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.</p>
ELA.3.V.1.3:	<p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p>Clarifications: Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: See Context Clues and Word Relationships. Clarification 3: See ELA.3.R.3.1 and Elementary Figurative Language.</p>
ELA.4.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.</p> <p>Clarifications: Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.</p>

	Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.
	Use knowledge of grade-level phonics and word-analysis skills to decode words. a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.
ELA.4.F.1.3:	Clarifications: Clarification 1: At this level of reading, a student who is decoding at the phoneme level (i.e., "e-n-t-er-t-ai-n") may decode a given text but will struggle with fluency and comprehension. As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4th-grader encounters the word "entertain" in text, we want him or her to segment by syllable (i.e., "en-ter-tain") or by morphological structure (i.e., "enter-tain").
	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
ELA.4.F.1.4:	Clarifications: Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.
ELA.4.R.1.1:	Explain how setting, events, conflict, and character development contribute to the plot in a literary text.
	Explain a stated or implied theme and how it develops, using details, in a literary text.
ELA.4.R.1.2:	Clarifications: Clarification 1: An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.
	Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.
ELA.4.R.1.3:	Clarifications: Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.
ELA.4.R.1.4:	Explain how rhyme and structure create meaning in a poem.
ELA.4.R.2.1:	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.
ELA.4.R.2.2:	Explain how relevant details support the central idea, implied or explicit.
	Explain an author's perspective toward a topic in an informational text.
ELA.4.R.2.3:	Clarifications: Clarification 1: The term perspective means "a particular attitude toward or way of regarding something."
ELA.4.R.2.4:	Explain an author's claim and the reasons and evidence used to support the claim.
	Explain how figurative language contributes to meaning in text(s).
ELA.4.R.3.1:	Clarifications: Clarification 1: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction. Clarification 2: See Elementary Figurative Language.
	Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Include the central idea and relevant details for an informational text.
ELA.4.R.3.2:	Clarifications: Clarification 1: Most grade-level texts are appropriate for this benchmark.
	Compare and contrast accounts of the same event using primary and/or secondary sources.
ELA.4.R.3.3:	Clarifications: Clarification 1: Introduce the terms "primary sources" and "secondary sources."
	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.4.V.1.1:	Clarifications: Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
ELA.4.V.1.2:	Clarifications: Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.
	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
ELA.4.V.1.3:	Clarifications: Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: See Context Clues and Word Relationships. Clarification 3: See ELA.4.R.3.1 and Elementary Figurative Language.
	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

ELA.5.F.1.3:	a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.
	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
ELA.5.F.1.4:	<p>Clarifications: Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p>
ELA.5.R.1.1:	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.
	Explain the development of stated or implied theme(s) throughout a literary text.
ELA.5.R.1.2:	<p>Clarifications: Clarification 1: Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts.</p>
	Describe how an author develops a character's perspective in a literary text.
ELA.5.R.1.3:	<p>Clarifications: Clarification 1: The term perspective means "a particular attitude toward or way of regarding something."</p>
	Explain how figurative language and other poetic elements work together in a poem.
ELA.5.R.1.4:	<p>Clarifications: Clarification 1: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom. Other examples can be used in instruction. Clarification 2: Poetic elements to be used for the purposes of this benchmark are form, rhyme, meter, line breaks, and imagery.</p>
	Explain how text structures and/or features contribute to the overall meaning of texts.
ELA.5.R.2.1:	<p>Clarifications: Clarification 1: For more information, see Text Structures and Text Features.</p>
ELA.5.R.2.2:	Explain how relevant details support the central idea(s), implied or explicit.
	Analyze an author's purpose and/or perspective in an informational text.
ELA.5.R.2.3:	<p>Clarifications: Clarification 1: The term perspective means "a particular attitude toward or way of regarding something."</p>
	Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.
ELA.5.R.2.4:	<p>Clarifications: Clarification 1: A claim is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument.</p>
ELA.5.R.3.1:	Analyze how figurative language contributes to meaning in text(s).
	Summarize a text to enhance comprehension.
	a. Include plot and theme for a literary text.
ELA.5.R.3.2:	b. Include the central idea and relevant details for an informational text.
	<p>Clarifications: Clarification 1: Most grade-level texts are appropriate for this benchmark.</p>
ELA.5.R.3.3:	Compare and contrast primary and secondary sources related to the same topic.
	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.5.V.1.1:	<p>Clarifications: Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
	Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.
ELA.5.V.1.2:	<p>Clarifications: Clarification 1: See Common Greek and Latin Roots 3-5, Affixes, and Parts of Speech.</p>
	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
ELA.5.V.1.3:	<p>Clarifications: Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: See Context Clues and Word Relationships. Clarification 3: See ELA.5.R.3.1 and Elementary Figurative Language.</p>
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	<p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly</p>

	<p>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K.12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K.12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course supports students who are struggling to read and write or speak about what they have read in core instruction. Instruction will use explicit, systematic, and sequential approaches to reading instruction addressing all components of reading including phonological awareness, phonics, vocabulary, fluency, and reading comprehension.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective instruction matches instruction to the need of the students in the group and provides multiple opportunities to practice the skill and receive feedback. The additional time allotted is in addition to core instruction. The intervention includes materials and strategies designed to supplement core instruction.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

GENERAL INFORMATION

Course Number: 5010024

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** English/Language Arts >
SubSubject: General >

Abbreviated Title: BAS SKLS READ 3-5

Course Length: Multiple (M) - Course length can vary

Course Level: 2

Course Type: Elective Course

Course Status: Course Approved

Educator Certifications

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Primary Education (K-3)

Reading (Elementary and Secondary Grades K-12)

Functional Reading Skills 3-5 (#5010026) 2021 - And Beyond (current)

Course Standards

Name	Description
ELA.1.F.1.1:	Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books. Standard Relation to Course: Major
	Demonstrate phonological awareness. <ol style="list-style-type: none"> Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs. Blend single-syllable spoken words with at least five phonemes. Segment single-syllable spoken words with at least five phonemes.
ELA.1.F.1.2:	<ol style="list-style-type: none"> Segment and blend phonemes in multi-syllable spoken words.
	<div style="border: 1px solid black; padding: 5px;"> Clarifications: Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. </div> Standard Relation to Course: Major
	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. <ol style="list-style-type: none"> Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends. Decode simple words with r-controlled vowels. Decode and encode regularly spelled one-syllable words. Decode words with inflectional endings. Decode two-syllable words with regular patterns by breaking the words into syllables. Decode words that use final –e and vowel teams to make long-vowel sound.
ELA.1.F.1.3:	
	<div style="border: 1px solid black; padding: 5px;"> Clarifications: Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. </div> Standard Relation to Course: Major
	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. <ol style="list-style-type: none"> Recognize and read with automaticity the grade-level sight words.
	<div style="border: 1px solid black; padding: 5px;"> Clarifications: Clarification 1: See Dolch and Fry word lists. Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. Clarification 3: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed. Clarification 4: "Appropriate prosody" refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. Clarification 5: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. </div> Standard Relation to Course: Major
	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. <ol style="list-style-type: none"> Recognize and read with automaticity the grade-level sight words.
	Identify and describe the main story elements in a story. <div style="border: 1px solid black; padding: 5px;"> Clarifications: Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. Clarification 2: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on. Clarification 3: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated. </div> Standard Relation to Course: Major
ELA.1.R.1.1:	
	Identify and explain the moral of a story. <div style="border: 1px solid black; padding: 5px;"> Clarifications: Clarification 1: This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson. </div> Standard Relation to Course: Major
ELA.1.R.1.2:	
	Explain who is telling the story using context clues. <div style="border: 1px solid black; padding: 5px;"> Clarifications: Clarification 1: Students will use the term "narrator" to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking. </div>
ELA.1.R.1.3:	

	<p>Standard Relation to Course: Major</p> <p>Identify the topic of and relevant details in a text.</p>
ELA.1.R.2.2:	<p>Standard Relation to Course: Major</p> <p>Identify and explain descriptive words and phrases in text(s).</p>
ELA.1.R.3.1:	<p>Clarifications:</p> <p>Clarification 1: Continue to expose students to the academic vocabulary word "adjective." Discussion should focus on how the descriptive words add meaning to the text.</p>
	<p>Standard Relation to Course: Major</p> <p>Retell a text in oral or written form to enhance comprehension.</p> <ol style="list-style-type: none"> Use main story elements at the beginning, middle, and end for a literary text. Use topic and important details for an informational text.
ELA.1.R.3.2:	<p>Clarifications:</p> <p>Clarification 1: Most grade-level texts are appropriate for this benchmark.</p>
	<p>Standard Relation to Course: Major</p> <p>Compare and contrast two texts on the same topic.</p>
ELA.1.R.3.3:	<p>Clarifications:</p> <p>Clarification 1: Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.</p>
	<p>Standard Relation to Course: Major</p> <p>Use grade-level academic vocabulary appropriately in speaking and writing.</p>
ELA.1.V.1.1:	<p>Clarifications:</p> <p>Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
	<p>Standard Relation to Course: Major</p> <p>Identify and use frequently occurring base words and their common inflections in grade-level content.</p>
ELA.1.V.1.2:	<p>Clarifications:</p> <p>Clarification 1: See Base Words for frequently occurring base words.</p> <p>Clarification 2: Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information.</p> <p>Example: Regular verbs add the inflectional ending -ed to indicate the past tense.</p>
	<p>Standard Relation to Course: Major</p> <p>Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p>
ELA.1.V.1.3:	<p>Clarifications:</p> <p>Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p>Clarification 2: See Context Clues and Word Relationships.</p>
	<p>Standard Relation to Course: Major</p> <p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p> <ol style="list-style-type: none"> Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). Decode regularly spelled two-syllable words with long and short vowels. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). Decode words with common prefixes and suffixes. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).
ELA.2.F.1.3:	<p>Clarifications:</p> <p>Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).</p> <p>Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p>
	<p>Standard Relation to Course: Major</p> <p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p>
ELA.2.F.1.4:	<p>Clarifications:</p> <p>Clarification 1: See Dolch and Fry word lists.</p> <p>Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p>Clarification 3: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.</p> <p>Clarification 4: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p>Clarification 5: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p>
	<p>Standard Relation to Course: Major</p>

ELA.2.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p>Clarifications: Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p>Standard Relation to Course: Major</p>
ELA.2.V.1.2:	<p>Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.</p> <p>Clarifications: Clarification 1: See Base Words.</p> <p>Standard Relation to Course: Major</p>
ELA.2.V.1.3:	<p>Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p> <p>Clarifications: Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: See Context Clues and Word Relationships.</p> <p>Standard Relation to Course: Major</p>
ELA.3.F.1.3:	<p>Use knowledge of grade-level phonics and word-analysis skills to decode words.</p> <ol style="list-style-type: none"> Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2) Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est). Decode multisyllabic words. <p>Clarifications: Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes. Clarification 2: See Affixes and the Parts of Speech They Form.</p> <p>Standard Relation to Course: Major</p>
ELA.3.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p>Clarifications: Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p>Standard Relation to Course: Major</p>
ELA.3.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p>Clarifications: Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p>Standard Relation to Course: Major</p>
ELA.3.V.1.2:	<p>Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.</p> <p>Clarifications: Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.</p> <p>Standard Relation to Course: Major</p>
ELA.3.V.1.3:	<p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p>Clarifications: Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: See Context Clues and Word Relationships. Clarification 3: See ELA.3.R.3.1 and Elementary Figurative Language.</p> <p>Standard Relation to Course: Major</p>
ELA.4.F.1.3:	<p>Use knowledge of grade-level phonics and word-analysis skills to decode words.</p> <ol style="list-style-type: none"> Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context. <p>Clarifications: Clarification 1: At this level of reading, a student who is decoding at the phoneme level (i.e., "e-n-t-e-r-t-a-i-n") may decode a given text but will struggle with fluency and comprehension. As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4th-grader encounters the word "entertain" in text, we want him or her to segment by syllable (i.e., "en-ter-tain") or by morphological structure (i.e., "enter-tain").</p> <p>Standard Relation to Course: Major</p>
	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p>Clarifications: Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.</p>

ELA.4.F.1.4:	<p>Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p>Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p>Standard Relation to Course: Major</p>
ELA.4.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p>Clarifications:</p> <p>Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p>Standard Relation to Course: Major</p>
ELA.4.V.1.2:	<p>Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.</p> <p>Clarifications:</p> <p>Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.</p> <p>Standard Relation to Course: Major</p>
ELA.4.V.1.3:	<p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p>Clarifications:</p> <p>Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p>Clarification 2: See Context Clues and Word Relationships.</p> <p>Clarification 3: See ELA.4.R.3.1 and Elementary Figurative Language.</p> <p>Standard Relation to Course: Major</p>
ELA.5.F.1.3:	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p> <p>a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.</p> <p>Standard Relation to Course: Major</p>
ELA.5.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p>Clarifications:</p> <p>Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.</p> <p>Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p>Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p>Standard Relation to Course: Major</p>
ELA.5.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p>Clarifications:</p> <p>Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p>Standard Relation to Course: Major</p>
ELA.5.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.</p> <p>Clarifications:</p> <p>Clarification 1: See Common Greek and Latin Roots 3-5, Affixes, and Parts of Speech.</p> <p>Standard Relation to Course: Major</p>
ELA.5.V.1.3:	<p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p>Clarifications:</p> <p>Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p>Clarification 2: See Context Clues and Word Relationships.</p> <p>Clarification 3: See ELA.5.R.3.1 and Elementary Figurative Language.</p> <p>Standard Relation to Course: Major</p>
ELA.K.F.1.2:	<p>Demonstrate phonological awareness.</p> <p>a. Blend and segment syllables in spoken words.</p> <p>b. Identify and produce alliterative and rhyming words.</p> <p>c. Blend and segment onset and rimes of single-syllable words.</p> <p>d. Identify the initial, medial, and final sound of spoken words.</p> <p>e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.</p> <p>f. Segment and blend phonemes in single-syllable spoken words.</p> <p>Clarifications:</p> <p>Clarification 1: Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve</p>

print or letter knowledge.

Standard Relation to Course: Major

Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

- a. Demonstrate knowledge of the most frequent sound for each consonant.
- b. Demonstrate knowledge of the short and long sounds for the five major vowels.
- c. Decode consonant-vowel-consonant (CVC) words.
- d. Encode consonant-vowel-consonant (CVC) words.

ELA.K.F.1.3:

Clarifications:

Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists.

Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

Standard Relation to Course: Major

Recognize and read with automaticity grade-level high frequency words.

Clarifications:

Clarification 1: See Dolch and Fry word lists.

Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

ELA.K.F.1.4:

Standard Relation to Course: Major

Describe the main character(s), setting, and important events in a story.

Clarifications:

Clarification 1: In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on.

Clarification 2: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

Clarification 3: Descriptions can be oral, either in response to a question or through discussion.

ELA.K.R.1.1:

Standard Relation to Course: Major

Use titles, headings, and illustrations to predict and confirm the topic of texts.

Clarifications:

Clarification 1: The step of confirming the prediction is essential to mastery of this benchmark.

ELA.K.R.2.1:

Standard Relation to Course: Major

Identify the topic of and multiple details in a text.

Clarifications:

Clarification 1: The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book *Why Should I Recycle?* is recycling.

ELA.K.R.2.2:

Standard Relation to Course: Major

Identify and explain descriptive words in text(s).

Clarifications:

Clarification 1: Students will explain examples of descriptive words in text and how they add meaning.

Clarification 2: Students will be introduced to the academic vocabulary word "adjective." However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text.

ELA.K.R.3.1:

Standard Relation to Course: Major

Retell a text orally to enhance comprehension:

- a. Use main character(s), setting, and important events for a story.
- b. Use topic and details for an informational text.

ELA.K.R.3.2:

Clarifications:

Clarification 1: Most grade-level texts are appropriate for this benchmark.

Standard Relation to Course: Major

Compare and contrast characters' experiences in stories.

Clarifications:

Clarification 1: Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors.

ELA.K.R.3.3:

Standard Relation to Course: Major

Use grade-level academic vocabulary appropriately in speaking and writing.

Clarifications:

Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

ELA.K.V.1.1:

Ask and answer questions about unfamiliar words in grade-level content.

Standard Relation to Course: Major

Identify and sort common words into basic categories, relating vocabulary to background knowledge.

Clarifications:

Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

ELA.K.V.1.3:

	Clarification 2: See Context Clues and Word Relationships.
	Standard Relation to Course: Major
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	<p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
	Standard Relation to Course: Supporting
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	<p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
	Standard Relation to Course: Supporting
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	<p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	<p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	<p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for students with a substantial deficiency in reading and for whom interventions have not been effective. Instruction will use explicit, systematic, and sequential approaches to reading instruction addressing all components of reading including phonological awareness, phonics, vocabulary, fluency, and reading comprehension.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in Basic Skills in Reading 3-5 and core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring, with more extensive opportunities for guided practice, error correction, and feedback. The expected outcome is for the student to achieve grade-level proficiency.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and

concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

GENERAL INFORMATION

Course Number: 5010026

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** English/Language Arts >

SubSubject: General >

Abbreviated Title: Fun Read 3-5

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

Reading (Elementary and Secondary Grades K-12)

Primary Education (K-3)

Functional Basic Skills in Communications- Elementary (#5010030) 2015 - And Beyond (current)

Course Standards

Name	Description
LAFS.1.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
LAFS.1.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
LAFS.1.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
LAFS.1.L.3.5:	With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
LAFS.1.L.3.6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).
LAFS.1.RI.1.1:	Ask and answer questions about key details in a text.
LAFS.1.RI.1.2:	Identify the main topic and retell key details of a text.
LAFS.1.RI.1.3:	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LAFS.1.RI.2.4:	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LAFS.1.RI.3.8:	Identify the reasons an author gives to support points in a text.
LAFS.1.RL.1.1:	Ask and answer questions about key details in a text.
LAFS.1.RL.1.2:	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LAFS.1.RL.1.3:	Describe characters, settings, and major events in a story, using key details.
LAFS.1.RL.2.4:	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LAFS.1.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
LAFS.1.SL.1.2:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.SL.1.3:	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LAFS.1.SL.2.4:	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LAFS.1.SL.2.5:	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LAFS.1.SL.2.6:	Produce complete sentences when appropriate to task and situation.
LAFS.1.W.1.1:	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LAFS.1.W.1.2:	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LAFS.1.W.1.3:	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LAFS.1.W.2.5:	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
LAFS.1.W.2.6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

LAFS.1.W.3.7:	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
LAFS.1.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.2.L.1.1:	<ul style="list-style-type: none"> a. Demonstrate legible printing skills. b. Use collective nouns (e.g., group). c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). d. Use reflexive pronouns (e.g., myself, ourselves). e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). f. Use adjectives and adverbs, and choose between them depending on what is to be modified. g. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
LAFS.2.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LAFS.2.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Compare formal and informal uses of English.
LAFS.2.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LAFS.2.L.3.5:	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
LAFS.2.L.3.6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
LAFS.2.RI.1.1:	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LAFS.2.RI.1.2:	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LAFS.2.RI.1.3:	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LAFS.2.RI.2.4:	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LAFS.2.RI.3.8:	Describe how an author uses reasons to support specific points in a text.
LAFS.2.RL.1.1:	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LAFS.2.RL.1.2:	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LAFS.2.RL.1.3:	Describe how characters in a story respond to major events and challenges.
LAFS.2.RL.2.4:	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LAFS.2.SL.1.1:	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
LAFS.2.SL.1.2:	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS.2.SL.1.3:	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LAFS.2.SL.2.4:	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LAFS.2.SL.2.5:	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LAFS.2.SL.2.6:	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LAFS.2.W.1.1:	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
LAFS.2.W.1.2:	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LAFS.2.W.1.3:	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LAFS.2.W.2.5:	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
LAFS.2.W.2.6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.2.W.3.7:	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LAFS.2.W.3.8:	Recall information from experiences or gather information from provided sources to answer a question. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.3.L.1.1:	<ul style="list-style-type: none"> a. Demonstrate beginning cursive writing skills. b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use abstract nouns (e.g., childhood, friendship, courage). e. Form and use regular and irregular verbs. f. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. g. Ensure subject-verb and pronoun-antecedent agreement. h. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. i. Use coordinating and subordinating conjunctions. j. Produce simple, compound, and complex sentences.
LAFS.3.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LAFS.3.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.
LAFS.3.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LAFS.3.L.3.5:	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LAFS.3.L.3.6:	<p>Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
LAFS.3.RI.1.1:	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
LAFS.3.RI.1.2:	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
LAFS.3.RI.1.3:	<p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
LAFS.3.RI.2.4:	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
LAFS.3.RI.3.8:	<p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
LAFS.3.RL.1.1:	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
LAFS.3.RL.1.2:	<p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>
LAFS.3.RL.1.3:	<p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
LAFS.3.RL.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>
LAFS.3.SL.1.1:	<p>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> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
LAFS.3.SL.1.2:	<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
LAFS.3.SL.1.3:	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
LAFS.3.SL.2.4:	<p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
LAFS.3.SL.2.5:	<p>Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.</p>
LAFS.3.SL.2.6:	<p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
LAFS.3.W.1.1:	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion.

	<ul style="list-style-type: none"> c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
LAFS.3.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
LAFS.3.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
LAFS.3.W.2.4:	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.3.W.2.5:	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LAFS.3.W.2.6:	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
LAFS.3.W.3.7:	Conduct short research projects that build knowledge about a topic.
LAFS.3.W.3.8:	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LAFS.3.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.4.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Demonstrate legible cursive writing skills. b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. h. Correctly use frequently confused words (e.g., to, too, two; there, their).
LAFS.4.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.
LAFS.4.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
LAFS.4.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LAFS.4.L.3.5:	<p>Demonstrate understanding of word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
LAFS.4.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).
LAFS.4.RI.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RI.1.2:	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LAFS.4.RI.1.3:	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LAFS.4.RI.2.4:	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LAFS.4.RI.3.8:	Explain how an author uses reasons and evidence to support particular points in a text.
LAFS.4.RL.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LAFS.4.RL.1.3:	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

LAFS.4.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
LAFS.4.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LAFS.4.SL.1.2:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.1.3:	Identify the reasons and evidence a speaker provides to support particular points.
LAFS.4.SL.2.4:	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.4.SL.2.5:	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LAFS.4.SL.2.6:	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
LAFS.4.W.1.1:	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.
LAFS.4.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.
LAFS.4.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.
LAFS.4.W.2.4:	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.4.W.2.5:	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LAFS.4.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LAFS.4.W.3.7:	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LAFS.4.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LAFS.4.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
LAFS.4.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.5.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Demonstrate fluent and legible cursive writing skills. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., either/or, neither/nor).
LAFS.5.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., Is that you, Steve?). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LAFS.5.L.2.3:	<ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
LAFS.5.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LAFS.5.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
LAFS.5.RI.1.1:	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RI.1.2:	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LAFS.5.RI.1.3:	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LAFS.5.RI.2.4:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LAFS.5.RI.3.8:	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LAFS.5.RL.1.1:	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
LAFS.5.RL.1.3:	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LAFS.5.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LAFS.5.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LAFS.5.SL.1.2:	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3:	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LAFS.5.SL.2.4:	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.5.SL.2.5:	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LAFS.5.SL.2.6:	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LAFS.5.W.1.1:	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
LAFS.5.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
LAFS.5.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
LAFS.5.W.2.4:	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.5.W.2.5:	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.5.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LAFS.5.W.3.7:	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
LAFS.5.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.5.W.3.9:	<p>a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>
LAFS.5.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.K.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>
LAFS.K.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
LAFS.K.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>
LAFS.K.L.3.5:	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
LAFS.K.L.3.6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
LAFS.K.RI.1.1:	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RI.1.2:	With prompting and support, identify the main topic and retell key details of a text.
LAFS.K.RI.1.3:	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LAFS.K.RI.2.4:	With prompting and support, ask and answer questions about unknown words in a text.
LAFS.K.RI.3.8:	With prompting and support, identify the reasons an author gives to support points in a text.
LAFS.K.RL.1.1:	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RL.1.2:	With prompting and support, retell familiar stories, including key details.
LAFS.K.RL.1.3:	With prompting and support, identify characters, settings, and major events in a story.
LAFS.K.RL.2.4:	With prompting and support, ask and answer questions about unknown words in a text.
LAFS.K.SL.1.1:	<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>
LAFS.K.SL.1.2:	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LAFS.K.SL.2.4:	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LAFS.K.SL.2.5:	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LAFS.K.SL.2.6:	Speak audibly and express thoughts, feelings, and ideas clearly.
LAFS.K.W.1.1:	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LAFS.K.W.1.2:	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LAFS.K.W.1.3:	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LAFS.K.W.2.5:	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
LAFS.K.W.2.6:	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.K.W.3.7:	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LAFS.K.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course may be composed of a multilevel classroom with learners from diverse backgrounds at varying proficiency levels using a standards-based curriculum. This course supports students who are struggling with written and oral communication. Each student's curriculum should be defined using the most appropriate standards from those

listed below to meet the individual's needs.

GENERAL NOTES

Special Notes:

Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.

GENERAL INFORMATION

Course Number: 5010030

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General > **Abbreviated Title:** FNC BAS SKLS COMMS E
Course Length: Year (Y)
Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Reading (Elementary and Secondary Grades K-12)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Primary Education (K-3)
Elementary Education (Grades K-6)
English (Elementary Grades 1-6)

Language Arts - Kindergarten (#5010041) 2015 - 2021 (current)

Course Standards

Additional Requirements:

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

- Make sense of problems and persevere in solving them. (MP1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.K.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities.
LAFS.K.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
LAFS.K.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <ol style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
LAFS.K.L.3.5:	With guidance and support from adults, explore word relationships and nuances in word meanings. <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
LAFS.K.L.3.6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
LAFS.K.RF.1.1:	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet.
LAFS.K.RF.2.2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
LAFS.K.RF.3.3:	Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
LAFS.K.RF.4.4:	Read emergent-reader texts with purpose and understanding.
LAFS.K.RI.1.1:	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RI.1.2:	With prompting and support, identify the main topic and retell key details of a text.
LAFS.K.RI.1.3:	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LAFS.K.RI.2.4:	With prompting and support, ask and answer questions about unknown words in a text.
LAFS.K.RI.2.5:	Identify the front cover, back cover, and title page of a book.
LAFS.K.RI.2.6:	With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LAFS.K.RI.3.7:	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LAFS.K.RI.3.8:	With prompting and support, identify the reasons an author gives to support points in a text.
LAFS.K.RI.3.9:	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

LAFS.K.RI.4.10:	Actively engage in group reading activities with purpose and understanding.
LAFS.K.RL.1.1:	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RL.1.2:	With prompting and support, retell familiar stories, including key details.
LAFS.K.RL.1.3:	With prompting and support, identify characters, settings, and major events in a story.
LAFS.K.RL.2.4:	With prompting and support, ask and answer questions about unknown words in a text.
LAFS.K.RL.2.5:	Recognize common types of texts (e.g., storybooks, poems).
LAFS.K.RL.2.6:	With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.
LAFS.K.RL.3.7:	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LAFS.K.RL.3.9:	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LAFS.K.RL.4.10:	Actively engage in group reading activities with purpose and understanding.
LAFS.K.SL.1.1:	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
LAFS.K.SL.1.2:	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LAFS.K.SL.2.4:	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LAFS.K.SL.2.5:	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LAFS.K.SL.2.6:	Speak audibly and express thoughts, feelings, and ideas clearly.
LAFS.K.W.1.1:	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LAFS.K.W.1.2:	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LAFS.K.W.1.3:	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LAFS.K.W.2.5:	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
LAFS.K.W.2.6:	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.K.W.3.7:	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LAFS.K.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
HE.K.B.3.1:	Recognize warning labels and signs on hazardous products and places. Clarifications: Poison symbol, universal symbol for "no," and crosswalk signals.
HE.K.B.3.2:	Recognize school and community health helpers. Clarifications: Fire, police, medical, and school personnel.
HE.K.B.4.1:	Recognize healthy ways to express needs, wants, and feelings. Clarifications: How to share objects and time, how to be an effective family member, and how to use manners.
HE.K.B.4.2:	Demonstrate listening skills to enhance health. Clarifications: Using manners, asking questions, and looking at the speaker.
HE.K.B.4.3:	Identify the appropriate responses to unwanted and threatening situations. Clarifications: Tell a trusted adult, police officer, and/or parent; seek safety and run for help.
HE.K.B.5.1:	Name situations when a health-related decision can be made individually or when assistance is needed. Clarifications: Recreational water activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene.
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.N.1.1:	Collaborate with a partner to collect information.
SC.K.N.1.3:	Keep records as appropriate -- such as pictorial records -- of investigations conducted.
SS.K.C.1.2:	Explain the purpose and necessity of rules and laws at home, school, and community. Clarifications: Examples are attending school and wearing a seat belt.
SS.K.C.2.1:	Demonstrate the characteristics of being a good citizen. Clarifications: Examples are taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.
SS.K.C.2.2:	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

VERSION DESCRIPTION

This course description defines what students should understand and be able to do by the end of Grade K.

GENERAL NOTES

Special Notes:

Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 5010041

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** English/Language Arts >

SubSubject: General >

Abbreviated Title: LANG ARTS GRADE K

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

Elementary Education (Elementary Grades 1-6)

Primary Education (K-3)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Early Childhood Education (Early Childhood)

Elementary Education (Grades K-6)

Language Arts - Grade One (#5010042) 2015 - 2021 (current)

Course Standards

Additional Requirements:

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

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

Name	Description
LAFS.1.L.1.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., during, beyond, toward). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
LAFS.1.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
LAFS.1.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
LAFS.1.L.3.5:	With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings. <ol style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are cozy). Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
LAFS.1.L.3.6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).
LAFS.1.RF.1.1:	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
LAFS.1.RF.2.2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LAFS.1.RF.3.3:	Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs. Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words.
LAFS.1.RF.4.4:	Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.1.RI.1.1:	Ask and answer questions about key details in a text.
LAFS.1.RI.1.2:	Identify the main topic and retell key details of a text.

LAFS.1.RI.1.3:	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LAFS.1.RI.2.4:	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LAFS.1.RI.2.5:	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LAFS.1.RI.2.6:	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LAFS.1.RI.3.7:	Use the illustrations and details in a text to describe its key ideas.
LAFS.1.RI.3.8:	Identify the reasons an author gives to support points in a text.
LAFS.1.RI.3.9:	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LAFS.1.RI.4.10:	With prompting and support, read informational texts appropriately complex for grade 1.
LAFS.1.RL.1.1:	Ask and answer questions about key details in a text.
LAFS.1.RL.1.2:	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LAFS.1.RL.1.3:	Describe characters, settings, and major events in a story, using key details.
LAFS.1.RL.2.4:	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LAFS.1.RL.2.5:	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LAFS.1.RL.2.6:	Identify who is telling the story at various points in a text.
LAFS.1.RL.3.7:	Use illustrations and details in a story to describe its characters, setting, or events.
LAFS.1.RL.3.9:	Compare and contrast the adventures and experiences of characters in stories.
LAFS.1.RL.4.10:	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
LAFS.1.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
LAFS.1.SL.1.2:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.SL.1.3:	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LAFS.1.SL.2.4:	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LAFS.1.SL.2.5:	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LAFS.1.SL.2.6:	Produce complete sentences when appropriate to task and situation.
LAFS.1.W.1.1:	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LAFS.1.W.1.2:	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LAFS.1.W.1.3:	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LAFS.1.W.2.5:	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
LAFS.1.W.2.6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.1.W.3.7:	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
LAFS.1.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
HE.1.B.3.1:	Determine the meaning of warning labels and signs on hazardous products and places Clarifications: Recognizing warning labels and symbols for poisons, hot stoves, swimming signs, and medications.
HE.1.B.3.2:	Identify trusted adults and professionals who can help promote health. Clarifications: Parent, teacher, coach, counselor, and school nurse.
HE.1.B.4.1:	Identify healthy ways to express needs, wants, and feelings. Clarifications: Reporting aggression, reporting bullying and violence to a trusted adult, and learning how to say "no."
HE.1.B.4.2:	Describe good listening skills to enhance health. Clarifications: Using positive body language, waiting your turn, focusing on the speaker, and asking questions to understand.
HE.1.B.4.3:	Describe ways to respond when in an unwanted, threatening, or dangerous situation. Clarifications: Leave, tell a trusted adult, and say "no."
HE.1.B.5.1:	Describe situations when a health-related decision can be made individually or when assistance is needed. Clarifications: Crossing a street, choosing foods, washing hands, and participating in recreational water activities.
SS.1.C.1.1:	Explain the purpose of rules and laws in the school and community. Clarifications: Examples are keeping order and ensuring safety.
SS.1.C.2.1:	Explain the rights and responsibilities students have in the school community. Clarifications: Examples are not littering, coming to school on time, and having a safe learning environment.
SS.1.C.3.2:	Recognize symbols and individuals that represent American constitutional democracy. Clarifications: Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SC.1.N.1.2:	Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.
SC.1.N.1.3:	Keep records as appropriate - such as pictorial and written records - of investigations conducted.

General Course Information and Notes

VERSION DESCRIPTION

This course description defines what students should understand and be able to do by the end of Grade 1.

GENERAL NOTES

Special Notes:

Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 5010042

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** English/Language Arts >

SubSubject: General >

Abbreviated Title: LANG ARTS GRADE 1

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Course Level: 2

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)

Language Arts - Grade Two (#5010043) 2015 - 2021 (current)

Course Standards

Additional Requirements:

The following Florida State Standards for the Mathematical Practices (MP) are applicable to call content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP3)
- Attend to precision. (MP 6)

Name	Description
LAFS.2.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Demonstrate legible printing skills. Use collective nouns (e.g., group). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Use reflexive pronouns (e.g., myself, ourselves). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
LAFS.2.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LAFS.2.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Compare formal and informal uses of English.
LAFS.2.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LAFS.2.L.3.5:	Demonstrate understanding of word relationships and nuances in word meanings. <ol style="list-style-type: none"> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
LAFS.2.L.3.6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
LAFS.2.RF.3.3:	Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words.
LAFS.2.RF.4.4:	Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.2.RI.1.1:	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LAFS.2.RI.1.2:	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LAFS.2.RI.1.3:	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LAFS.2.RI.2.4:	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LAFS.2.RI.2.5:	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LAFS.2.RI.2.6:	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LAFS.2.RI.3.7:	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

LAFS.2.RI.3.8:	Describe how an author uses reasons to support specific points in a text.
LAFS.2.RI.3.9:	Compare and contrast the most important points presented by two texts on the same topic.
LAFS.2.RI.4.10:	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.2.RL.1.1:	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LAFS.2.RL.1.2:	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LAFS.2.RL.1.3:	Describe how characters in a story respond to major events and challenges.
LAFS.2.RL.2.4:	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LAFS.2.RL.2.5:	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
LAFS.2.RL.2.6:	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LAFS.2.RL.3.7:	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LAFS.2.RL.3.9:	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
LAFS.2.RL.4.10:	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.2.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
LAFS.2.SL.1.2:	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS.2.SL.1.3:	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LAFS.2.SL.2.4:	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LAFS.2.SL.2.5:	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LAFS.2.SL.2.6:	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LAFS.2.W.1.1:	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
LAFS.2.W.1.2:	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LAFS.2.W.1.3:	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LAFS.2.W.2.5:	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
LAFS.2.W.2.6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.2.W.3.7:	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LAFS.2.W.3.8:	Recall information from experiences or gather information from provided sources to answer a question.
HE.2.B.3.1:	Understand the meaning of warning labels and signs on hazardous products. Clarifications: Hazardous-waste sign and medication labels.
HE.2.B.3.2:	Select trusted adults and professionals who can help promote health. Clarifications: Family members, educators, and environmentalists.
HE.2.B.4.1:	Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health. Clarifications: Sharing feelings, following rules and directions, and waiting your turn to speak.
HE.2.B.4.3:	Demonstrate ways to respond to unwanted, threatening, or dangerous situations. Clarifications: Role playing: “How to tell a trusted adult or how to leave a dangerous situation safely.”
HE.2.B.5.1:	Differentiate between situations when a health-related decision can be made individually or when assistance is needed. Clarifications: When you think your friend is in trouble and food choices.
SC.2.N.1.1:	Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.
SC.2.N.1.3:	Ask “how do you know?” in appropriate situations and attempt reasonable answers when asked the same question by others.
SC.2.N.1.5:	Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).
SS.2.C.2.4:	Identify ways citizens can make a positive contribution in their community. Clarifications: Examples are volunteering and recycling.
SS.2.C.2.5:	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.
SS.2.C.3.2:	Recognize symbols, individuals, events, and documents that represent the United States. Clarifications: Examples are White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

VERSION DESCRIPTION

Course Description: This course description defines what students should understand and be able to do by the end of Grade 2.

GENERAL NOTES

Special Notes:

Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 5010043

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** English/Language Arts >

SubSubject: General >

Abbreviated Title: LANG ARTS GRADE 2

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

Elementary Education (Elementary Grades 1-6)

Primary Education (K-3)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Elementary Education (Grades K-6)

Language Arts - Grade Three (#5010044) 2015 - 2022 (current)

Course Standards

Additional Requirements:

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

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

Name	Description
LAFS.3.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Demonstrate beginning cursive writing skills. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood, friendship, courage). Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences.
LAFS.3.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LAFS.3.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect. Recognize and observe differences between the conventions of spoken and written standard English.
LAFS.3.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LAFS.3.L.3.5:	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LAFS.3.L.3.6:	<p>Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
LAFS.3.RF.3.3:	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.
LAFS.3.RF.4.4:	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.3.RI.1.1:	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
LAFS.3.RI.1.2:	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
LAFS.3.RI.1.3:	<p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>

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.
LAFS.3.RI.2.5:	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LAFS.3.RI.2.6:	Distinguish their own point of view from that of the author of a text.
LAFS.3.RI.3.7:	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LAFS.3.RI.3.8:	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
LAFS.3.RI.3.9:	Compare and contrast the most important points and key details presented in two texts on the same topic.
LAFS.3.RI.4.10:	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
LAFS.3.RL.1.1:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RL.1.2:	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
LAFS.3.RL.1.3:	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
LAFS.3.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LAFS.3.RL.2.5:	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LAFS.3.RL.2.6:	Distinguish their own point of view from that of the narrator or those of the characters.
LAFS.3.RL.3.7:	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LAFS.3.RL.3.9:	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LAFS.3.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
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. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.
LAFS.3.SL.1.2:	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.SL.1.3:	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LAFS.3.SL.2.4:	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LAFS.3.SL.2.5:	Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.
LAFS.3.SL.2.6:	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LAFS.3.W.1.1:	Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section.
LAFS.3.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section.
LAFS.3.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure.
LAFS.3.W.2.4:	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.3.W.2.5:	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LAFS.3.W.2.6:	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
LAFS.3.W.3.7:	Conduct short research projects that build knowledge about a topic.
LAFS.3.W.3.8:	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LAFS.3.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
HE.3.B.3.1:	Locate resources from home, school, and community that provide valid health information. Clarifications: Internet, media, television, radio, brochures, books, professional interviews, hospital, and Department of Health.

HE.3.B.3.2:	Describe criteria for selecting health information, resources, products, and services. Clarifications: Directions on packaging and, consumer safety, television, radio, telephone, and reputable websites.
HE.3.B.4.1:	Identify effective verbal and nonverbal communication skills to enhance health. Clarifications: Listing the effects of facial expressions, body language, verbal cues, sign language, braille, and asking questions seeking further clarification/understanding.
HE.3.B.4.2:	Demonstrate refusal skills that avoid or reduce health risks. Clarifications: Making clear statements, expressing feelings, asking for help, and learning how to say "no."
HE.3.B.4.3:	Demonstrate nonviolent strategies to manage or resolve conflict. Clarifications: Role playing, age-appropriate skills for conflict resolution, mediation, and assertive-communication skills.
HE.3.B.4.4:	Explain ways to ask for assistance to enhance personal health. Clarifications: Group discussions, ask orally, and ask in writing.
HE.3.B.5.1:	Recognize circumstances that can help or hinder healthy decision making. Clarifications: Media health messages, practices of family and peers, and knowledge of topic.
HE.3.C.1.3:	Describe ways a safe, healthy classroom can promote personal health. Clarifications: Frequent hand washing, access to water fountains, area clear of clutter and organized, proper use and disposal of tissues, proper use of hand sanitizers, no sharing of food, and respect for others.
HE.3.C.2.5:	Discuss the positive and negative impacts media may have on health. Clarifications: Positives: choosing healthy foods, exercising, being physically active and not using drugs, acceptance of cultural diversity. Negatives: unhealthy fast foods, "couch potato" inactivity, media messages about body shape and size, violence in the media, violent video/computer games, and too much screen time.
SC.3.N.1.3:	Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.
SC.3.N.1.4:	Recognize the importance of communication among scientists.
SC.3.N.1.5:	Recognize that scientists question, discuss, and check each other's evidence and explanations.
SC.3.N.1.6:	Infer based on observation.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.3.C.1.2:	Describe how government gains its power from the people.
SS.3.C.2.1:	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. Clarifications: Examples are food drives, book drives, community, clean-up, voting.

General Course Information and Notes

VERSION DESCRIPTION

This course description defines what students should understand and be able to do by the end of Grade 3.

GENERAL NOTES

Special Notes:

Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should

GENERAL INFORMATION

Course Number: 5010044

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** English/Language Arts >

SubSubject: General >

Abbreviated Title: LANG ARTS GRADE 3

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5

Educator Certifications

Elementary Education (Elementary Grades 1-6)

Primary Education (K-3)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Elementary Education (Grades K-6)

Language Arts - Grade Four (#5010045) 2015 - 2022 (current)

Course Standards

Additional Requirements:

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

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

Name	Description
LAFS.4.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Demonstrate legible cursive writing skills. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly use frequently confused words (e.g., to, too, two; there, their).
LAFS.4.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.
LAFS.4.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
LAFS.4.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LAFS.4.L.3.5:	Demonstrate understanding of word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
LAFS.4.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).
LAFS.4.RF.3.3:	Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.
LAFS.4.RF.4.4:	Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.4.RI.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RI.1.2:	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LAFS.4.RI.1.3:	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LAFS.4.RI.2.4:	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LAFS.4.RI.2.5:	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LAFS.4.RI.2.6:	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LAFS.4.RI.3.7:	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LAFS.4.RI.3.8:	Explain how an author uses reasons and evidence to support particular points in a text.
LAFS.4.RI.3.9:	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

LAFS.4.RI.4.10:	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.4.RL.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LAFS.4.RL.1.3:	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
LAFS.4.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
LAFS.4.RL.2.5:	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LAFS.4.RL.2.6:	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LAFS.4.RL.3.7:	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
LAFS.4.RL.3.9:	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LAFS.4.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.4.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LAFS.4.SL.1.2:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.1.3:	Identify the reasons and evidence a speaker provides to support particular points.
LAFS.4.SL.2.4:	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.4.SL.2.5:	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LAFS.4.SL.2.6:	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
LAFS.4.W.1.1:	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.
LAFS.4.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.
LAFS.4.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.
LAFS.4.W.2.4:	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.4.W.2.5:	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LAFS.4.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LAFS.4.W.3.7:	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LAFS.4.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LAFS.4.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
LAFS.4.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
HE.4.B.3.1:	Describe characteristics of valid health information, products, and services.
	Clarifications:

	Professional certification, components of proper labeling, complete directions for use, source, and date.
HE.4.B.3.2:	Construct criteria for selecting health resources, products, services, and reputable technologies. Clarifications: Asking if health resources are safe, affordable, and available.
HE.4.B.4.1:	Explain effective verbal and nonverbal communication skills to enhance health. Clarifications: Practicing assertive, aggressive, and passive response; and demonstrating empathy for individuals affected by diseases or disabilities.
HE.4.B.4.2:	Identify refusal skills and negotiation skills that avoid or reduce health risks. Clarifications: Expressing feelings, offering alternatives, and reporting danger.
HE.4.B.4.3:	Discuss nonviolent strategies to manage or resolve conflict. Clarifications: Talking to the resource officer, "cool-off" period; physical activities; quiet time; compromise; and rock, paper, scissors.
HE.4.B.4.4:	Demonstrate ways to ask for assistance to enhance personal health. Clarifications: Verbalize, write, text, email, and draw.
HE.4.B.5.1:	Identify circumstances that can help or hinder healthy decision making. Clarifications: Lack of knowledge, lack of support, and cultural norms.
HE.4.C.1.3:	Describe ways a safe, healthy school environment can promote personal health. Clarifications: Safety patrols, school crossing guards, hand-washing supplies in restrooms, healthy snack choices, school-wide expectations, be prepared, punctual, and problem solving.
HE.4.C.2.5:	Explain how media influences personal thoughts, feelings, and health behaviors. Clarifications: Insidious marketing/product placement, branding, and anti-drug campaigns.
SC.4.N.1.3:	Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.
SC.4.N.1.4:	Attempt reasonable answers to scientific questions and cite evidence in support.
SC.4.N.1.5:	Compare the methods and results of investigations done by other classmates.
SC.4.N.1.6:	Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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.
SS.4.C.2.3:	Explain the importance of public service, voting, and volunteerism.

General Course Information and Notes

VERSION DESCRIPTION

This course description defines what students should understand and be able to do by the end of Grade 4.

GENERAL NOTES

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 5010045

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** English/Language Arts >
SubSubject: General >
Abbreviated Title: LANG ARTS GRADE 4
Course Length: Year (Y)
Course Attributes:

- Class Size Core Required

Course Level: 2

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5

Educator Certifications

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

Language Arts - Grade Five (#5010046) 2015 - 2022 (current)

Course Standards

Additional Requirements:

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

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

Name	Description
LAFS.5.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Demonstrate fluent and legible cursive writing skills. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., either/or, neither/nor).
LAFS.5.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., Is that you, Steve?). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.
LAFS.5.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
LAFS.5.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LAFS.5.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
LAFS.5.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
LAFS.5.RF.3.3:	Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LAFS.5.RF.4.4:	Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.5.RI.1.1:	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RI.1.2:	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LAFS.5.RI.1.3:	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LAFS.5.RI.2.4:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LAFS.5.RI.2.5:	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LAFS.5.RI.2.6:	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LAFS.5.RI.3.7:	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LAFS.5.RI.3.8:	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LAFS.5.RI.3.9:	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LAFS.5.RI.4.10:	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
LAFS.5.RL.1.1:	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.5.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
LAFS.5.RL.1.3:	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LAFS.5.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LAFS.5.RL.2.5:	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LAFS.5.RL.2.6:	Describe how a narrator’s or speaker’s point of view influences how events are described.
LAFS.5.RL.3.7:	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LAFS.5.RL.3.9:	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LAFS.5.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
LAFS.5.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LAFS.5.SL.1.2:	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3:	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LAFS.5.SL.2.4:	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.5.SL.2.5:	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LAFS.5.SL.2.6:	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LAFS.5.W.1.1:	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
LAFS.5.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
LAFS.5.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
LAFS.5.W.2.4:	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.5.W.2.5:	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.5.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LAFS.5.W.3.7:	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
LAFS.5.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LAFS.5.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
LAFS.5.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
HE.5.B.3.1:	Discuss characteristics of valid health information, products, and services. Clarifications: Reliable source, current information, and medically accurate information.
HE.5.B.3.2:	Evaluate criteria for selecting health resources, products, and services. Clarifications:

	Function, directions for use, competence of the provider, and costs.
HE.5.B.4.1:	Illustrate techniques of effective verbal and nonverbal communication skills to enhance health. Clarifications: Written or verbal communication, body language, and conflict- resolution skills.
HE.5.B.4.2:	Discuss refusal skills and negotiation skills that avoid or reduce health risks. Clarifications: States desires clearly, offer alternative, use "I" messages, and role play.
HE.5.B.4.3:	Illustrate effective conflict resolution strategies. Clarifications: Expressing emotions, listening, and using body language.
HE.5.B.4.4:	Determine ways to ask for assistance to enhance the health of self and others. Clarifications: Verbalize, write, and draw.
HE.5.B.5.1:	Describe circumstances that can help or hinder healthy decision making. Clarifications: Peer pressure, bullying, substance abuse, and stress.
HE.5.C.1.3:	Explain ways a safe, healthy home and school environment promote personal health. Clarifications: Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.
HE.5.C.2.5:	Determine how media influences family health behaviors and the selection of health information, products, and services. Clarifications: Severe-weather alerts, health- product commercials, television cooking shows, and public service announcements.
SC.5.N.1.3:	Recognize and explain the need for repeated experimental trials.
SC.5.N.1.4:	Identify a control group and explain its importance in an experiment.
SC.5.N.1.5:	Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."
SC.5.N.1.6:	Recognize and explain the difference between personal opinion/interpretation and verified observation.
SS.5.C.1.1:	Explain how and why the United States government was created.
SS.5.C.1.3:	Explain the definition and origin of rights. Clarifications: Examples are John Locke's "state of nature" philosophy, natural rights: rights to life, liberty, property.
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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course description defines what students should understand and be able to do by the end of Grade 5.

GENERAL NOTES

Special Notes:

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf

GENERAL INFORMATION

Course Number: 5010046

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** English/Language Arts >

SubSubject: General >

Abbreviated Title: LANG ARTS GRADE 5

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5

Educator Certifications

Elementary Education (Elementary Grades 1-6)

Middle Grades English (Middle Grades 5-9)

Elementary Education (Grades K-6)

M/J Personal, Career, and School Development Skills 1 (#0500000) 2015 - 2022 (current)

Course Standards

Name	Description
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LAFS.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style Maintain consistency in style and tone.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
LAFS.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. Clarifications: Talk to an adult, anger management, and conflict mediation.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Not smoking, limiting sedentary activity, and practicing good character.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making. Clarifications: Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
HE.6.B.5.5:	Predict the potential outcomes of a health-related decision. Clarifications: Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
HE.6.C.1.3:	Identify environmental factors that affect personal health. Clarifications: Air and water quality, availability of sidewalks, contaminated food, and road hazards.
HE.6.C.2.1:	Examine how family influences the health of adolescents. Clarifications: Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.

	Examine how peers influence the health of adolescents.
HE.6.C.2.2:	Clarifications: Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.6.P.7.2:	Clarifications: Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
	Make sense of problems and persevere in solving them.
MAFS.K12.MP.1.1:	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.3.1:	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
PE.6.R.5.1:	List ways that peer pressure can be positive and negative.
PE.6.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- knowledge of self and others
- development of positive attitudes
- family relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

Special note: This course may be used for dropout prevention.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500000

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Experiential Education >

SubSubject: Experiential >

Abbreviated Title: M/J PERS CAR SCH 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

M/J Personal, Career, School Development Skills 1 & Career Planning (#0500002) 2019 - 2022 (current)

Course Standards

Name	Description
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LAFS.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style Maintain consistency in style and tone.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
LAFS.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. Clarifications: Talk to an adult, anger management, and conflict mediation.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Not smoking, limiting sedentary activity, and practicing good character.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making. Clarifications: Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
HE.6.B.5.5:	Predict the potential outcomes of a health-related decision. Clarifications: Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
HE.6.C.1.3:	Identify environmental factors that affect personal health. Clarifications: Air and water quality, availability of sidewalks, contaminated food, and road hazards.
HE.6.C.2.1:	Examine how family influences the health of adolescents. Clarifications: Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.

HE.6.C.2.2:	Examine how peers influence the health of adolescents. Clarifications: Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
HE.6.P.7.2:	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks. Clarifications: Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
MAFS.K12.MP.1.1:	Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
MAFS.K12.MP.3.1:	Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
PE.6.R.5.1:	List ways that peer pressure can be positive and negative.
PE.6.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

The content should include, but is not limited to:

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, grief, loss and depression)
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- Family life (risk reduction behaviors, cultures, daily routines and rules)
- Personal health (adolescence, communication skills, wellness, coping skills, social relationships and reproductive health)
- Nutrition (weight management, fitness plan, eating disorders, and BMI)
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- Community health (local health organizations, technology, resources, and services)
- Environmental health (adverse health effects, chemicals toxins and pollutants)
- Consumer health (advertising, media influence, products and services)
- Teen dating violence (dating, abuse and violence)

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

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

5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500002

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Experiential Education >

SubSubject: Experiential >

Abbreviated Title: M/J PERS CAR SCH C/P

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

M/J Personal, Career, and School Development Skills 2 (#0500010) 2015 - 2022 (current)

Course Standards

Name	Description
LAFS.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.7.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LAFS.7.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. Clarifications: Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.5.2:	Select healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.
HE.7.B.5.4:	Determine when individual or collaborative decision-making is appropriate. Clarifications: Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?
HE.7.B.5.5:	Predict the short and long-term consequences of engaging in health-risk behaviors. Clarifications: Driving under the influence, lack of exercise, and poor diet.
HE.7.C.1.1:	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. Clarifications: Teen pregnancy, caloric balance, time management, and conflict resolution.
HE.7.C.1.3:	Analyze how environmental factors affect personal health. Clarifications: Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.
HE.7.C.2.1:	Examine how family health behaviors influence health of adolescents. Clarifications: Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.
	Examine how peers may influence the health behaviors of adolescents.

HE.7.C.2.2:	Clarifications: Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.
	Experiment with behaviors that will maintain or improve personal health and reduce health risks.
HE.7.P.7.2:	Clarifications: Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.
	Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
	Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.1.1:	
MAFS.K12.MP.3.1:	
MAFS.K12.MP.6.1:	
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- knowledge of self and others
- development of positive attitudes
- family relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

Special note:

This course may be used for dropout prevention.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Experiential Education >

SubSubject: Experiential >

Abbreviated Title: M/J PERS CAR SCH 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

M/J Personal, Career, School Development Skills 2 & Career Planning (#0500012) 2019 - 2022 (current)

Course Standards

Name	Description
LAFS.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.7.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LAFS.7.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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HE.7.B.5.2:	Select healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.
HE.7.B.5.4:	Determine when individual or collaborative decision-making is appropriate. Clarifications: Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?
HE.7.B.5.5:	Predict the short and long-term consequences of engaging in health-risk behaviors. Clarifications: Driving under the influence, lack of exercise, and poor diet.
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HE.7.C.2.2:	Clarifications: Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.
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MAFS.K12.MP.6.1:	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
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PE.7.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

The content should include, but is not limited to:

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, grief, loss and depression)
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- Family life (risk reduction behaviors, cultures, daily routines and rules)
- Personal health (adolescence, communication skills, wellness, coping skills, social relationships and reproductive health)
- Nutrition (weight management, fitness plan, eating disorders, and BMI)
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- Community health (local health organizations, technology, resources, and services)
- Environmental health (adverse health effects, chemicals toxins and pollutants)
- Consumer health (advertising, media influence, products and services)
- Teen dating violence (dating, abuse and violence)

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500012

Course Path: **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Experiential Education >

SubSubject: Experiential >

Abbreviated Title: M/J PER/CAR/SCH2 C/P

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

M/J Personal, Career, and School Development Skills 3 (#0500020) 2015 - 2022 (current)

Course Standards

Name	Description
HE.8.B.4.1:	<p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health.</p> <p>Clarifications: Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.</p>
HE.8.B.4.3:	<p>Examine the possible causes of conflict among youth in schools and communities.</p> <p>Clarifications: Relationships, territory, jealousy, and gossip/rumors.</p>
HE.8.B.5.2:	<p>Categorize healthy and unhealthy alternatives to health-related issues or problems.</p> <p>Clarifications: (Alcohol consumption, sleep requirements, physical activity, and time management.)</p>
HE.8.B.5.4:	<p>Distinguish when individual or collaborative decision-making is appropriate.</p> <p>Clarifications: Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.</p>
HE.8.B.5.5:	<p>Evaluate the outcomes of a health-related decision.</p> <p>Clarifications: Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.</p>
HE.8.C.1.2:	<p>Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.</p> <p>Clarifications: Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.</p>
HE.8.C.1.3:	<p>Predict how environmental factors affect personal health.</p> <p>Clarifications: Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.</p>
HE.8.C.2.1:	<p>Assess the role of family health beliefs on the health of adolescents.</p> <p>Clarifications: Alternative medical care, family religious beliefs, and importance of physical activity.</p>
HE.8.C.2.2:	<p>Assess how the health beliefs of peers may influence adolescent health.</p> <p>Clarifications: Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.</p>
HE.8.P.7.2:	<p>Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>Clarifications: Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.</p>
LAFS.68.RST.3.7:	<p>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>
LAFS.68.WHST.2.4:	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
LAFS.8.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.
LAFS.8.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LAFS.8.RI.3.7:	<p>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>
LAFS.8.RI.3.8:	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>
LAFS.8.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

	<p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>
	Make sense of problems and persevere in solving them.
MAFS.K12.MP.1.1:	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.3.1:	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- knowledge of self and others
- development of positive attitudes
- family relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills

- life management skills
- employability skills
- career planning

Special notes:

This course may be used for dropout prevention.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500020

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Experiential Education >
SubSubject: Experiential >
Abbreviated Title: M/J PERS CAR SCH 3
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

M/J Personal, Career, School Development Skills 3 & Career Planning (#0500022) 2019 - 2022 (current)

Course Standards

Name	Description
HE.8.B.4.1:	<p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health.</p> <p>Clarifications: Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.</p>
HE.8.B.4.3:	<p>Examine the possible causes of conflict among youth in schools and communities.</p> <p>Clarifications: Relationships, territory, jealousy, and gossip/rumors.</p>
HE.8.B.5.2:	<p>Categorize healthy and unhealthy alternatives to health-related issues or problems.</p> <p>Clarifications: (Alcohol consumption, sleep requirements, physical activity, and time management.)</p>
HE.8.B.5.4:	<p>Distinguish when individual or collaborative decision-making is appropriate.</p> <p>Clarifications: Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.</p>
HE.8.B.5.5:	<p>Evaluate the outcomes of a health-related decision.</p> <p>Clarifications: Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.</p>
HE.8.C.1.2:	<p>Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.</p> <p>Clarifications: Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.</p>
HE.8.C.1.3:	<p>Predict how environmental factors affect personal health.</p> <p>Clarifications: Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.</p>
HE.8.C.2.1:	<p>Assess the role of family health beliefs on the health of adolescents.</p> <p>Clarifications: Alternative medical care, family religious beliefs, and importance of physical activity.</p>
HE.8.C.2.2:	<p>Assess how the health beliefs of peers may influence adolescent health.</p> <p>Clarifications: Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.</p>
HE.8.C.2.7:	<p>Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>Clarifications: Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.</p>
HE.8.P.7.2:	<p>Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>Clarifications: Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.</p>
LAFS.68.RST.3.7:	<p>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>
LAFS.68.WHST.2.4:	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
LAFS.8.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.
LAFS.8.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LAFS.8.RI.3.7:	<p>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>
LAFS.8.RI.3.8:	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>

LAFS.8.SL.1.1:	<p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>
Make sense of problems and persevere in solving them.	
MAFS.K12.MP.1.1:	<p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
Construct viable arguments and critique the reasoning of others.	
MAFS.K12.MP.3.1:	<p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
Attend to precision.	
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

The content should include, but is not limited to:

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, grief, loss and depression)
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- Family life (risk reduction behaviors, cultures, daily routines and rules)
- Personal health (adolescence, communication skills, wellness, coping skills, social relationships and reproductive health)
- Nutrition (weight management, fitness plan, eating disorders, and BMI)
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- Community health (local health organizations, technology, resources, and services)

- Environmental health (adverse health effects, chemicals toxins and pollutants)
- Consumer health (advertising, media influence, products and services)
- Teen dating violence (dating, abuse and violence)

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship: state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500022

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Experiential Education > **SubSubject:** Experiential > **Abbreviated Title:** M/J PER/CAR/SCH3 C/P
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Executive Internship 1 (#0500300) 2015 - 2022 (current)

Course Standards

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>Standard Relation to Course: Supporting</p>
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RST.3.7:	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>Standard Relation to Course: Supporting</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. <p>Standard Relation to Course: Supporting</p>
LAFS.910.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>Standard Relation to Course: Supporting</p>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and

following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

LAFS.910.W.3.9:

- a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
- b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Standard Relation to Course: Supporting

Make sense of problems and persevere in solving them.

MAFS.K12.MP.1.1:

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Standard Relation to Course: Supporting

Reason abstractly and quantitatively.

MAFS.K12.MP.2.1:

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Standard Relation to Course: Supporting

Construct viable arguments and critique the reasoning of others.

MAFS.K12.MP.3.1:

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Standard Relation to Course: Supporting

Model with mathematics.

MAFS.K12.MP.4.1:

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Standard Relation to Course: Supporting

Use appropriate tools strategically.

MAFS.K12.MP.5.1:

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

MAFS.K12.MP.6.1:

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven

MAFS.K12.MP.7.1:	<p>more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p> <p>Standard Relation to Course: Supporting</p>
SS.912.P.12.2:	<p>Define processes involved in problem solving and decision making.</p> <p>Clarifications: Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
SS.912.P.12.5:	<p>Describe obstacles to decision making.</p> <p>Clarifications: Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</p>
SS.912.P.12.6:	<p>Describe obstacles to making good judgments.</p> <p>Clarifications: Examples may include, but are not limited to, framing and belief perseverance.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community.

The content should include, but not be limited to, the following:

- discussion of professional job requirements
- awareness and knowledge of career opportunities
- building vocabulary appropriate to the area of professional interest
- development of decision-making skills
- development of personal and educational job-related skills

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Experiential Education > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: EXEC INTERN 1

Course Type: Elective Course

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Course Level: 2

Executive Internship 2 (#0500310) 2015 - 2022 (current)

Course Standards

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>Standard Relation to Course: Supporting</p>
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly. <p>Standard Relation to Course: Supporting</p>
LAFS.910.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
LAFS.910.RI.2.5:	<p>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>
LAFS.910.RI.2.6:	<p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>
LAFS.910.RI.3.7:	<p>Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>
LAFS.910.RI.3.8:	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
LAFS.910.RST.1.2:	<p>Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>Standard Relation to Course: Supporting</p>
LAFS.910.SL.1.2:	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
LAFS.910.SL.2.4:	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
LAFS.910.SL.2.5:	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
LAFS.910.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. <p>Standard Relation to Course: Supporting</p>
LAFS.910.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications).

	or the significance of the topic).
	Standard Relation to Course: Supporting
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	Standard Relation to Course: Supporting
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
	Standard Relation to Course: Supporting
SS.912.A.1.5:	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <p>Clarifications: Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</p>
SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p>Clarifications: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.E.1.5:	<p>Compare different forms of business organizations.</p> <p>Clarifications: Examples are sole proprietorship, partnership, corporation, limited liability corporation.</p>
SS.912.E.1.9:	<p>Describe how the earnings of workers are determined.</p> <p>Clarifications: Examples are minimum wage, the market value of the product produced, workers' productivity.</p>
SS.912.E.2.1:	<p>Identify and explain broad economic goals.</p> <p>Clarifications: Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</p>
SS.912.P.9.6:	Describe how group dynamics influence behavior.
SS.912.P.9.7:	Discuss how an individual influences group behavior.
SS.912.P.12.2:	<p>Define processes involved in problem solving and decision making.</p> <p>Clarifications: Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
SS.912.P.12.5:	<p>Describe obstacles to decision making.</p> <p>Clarifications: Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</p>
SS.912.P.12.6:	<p>Describe obstacles to making good judgments.</p> <p>Clarifications: Examples may include, but are not limited to, framing and belief perseverance.</p>
MAFS.K12.MP.1.1:	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
	Standard Relation to Course: Supporting

MAFS.K12.MP.2.1:	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.3.1:	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.4.1:	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.8.1:	<p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p> <p>Standard Relation to Course: Supporting</p>
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative professional areas.

The content should include, but not be limited to, the following:

- study of a variety of career options
- written and oral communication skills
- higher-level thinking skills
- interpersonal relationship skills
- factors affecting job performance
- in-depth research study
- theories of executive management
- the influence of unions
- economic factors affecting free enterprise
- knowledge of professional organizations and their impact
- career planning

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Experiential Education > **SubSubject:** General >

Abbreviated Title: EXEC INTERN 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Executive Internship 3 (#0500320) 2015 - 2022 (current)

Course Standards

Name	Description
SS.912.A.1.5:	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <p>Clarifications: Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</p>
SS.912.A.3.10:	<p>Review different economic and philosophic ideologies.</p> <p>Clarifications: Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.14:	<p>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p>Clarifications: Examples may include, but are not limited to, NAFTA, World Trade Organization.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.2.9:	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p>Clarifications: Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p>Clarifications: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.2.11:	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
SS.912.C.2.13:	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p> <p>Clarifications: Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
SS.912.C.3.13:	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p>Clarifications: Examples are education, transportation, crime prevention, funding of services.</p>
SS.912.E.1.5:	<p>Compare different forms of business organizations.</p> <p>Clarifications: Examples are sole proprietorship, partnership, corporation, limited liability corporation.</p>
SS.912.E.1.9:	<p>Describe how the earnings of workers are determined.</p> <p>Clarifications: Examples are minimum wage, the market value of the product produced, workers' productivity.</p>
SS.912.G.4.1:	<p>Interpret population growth and other demographic data for any given place.</p>
SS.912.P.9.6:	<p>Describe how group dynamics influence behavior.</p>
SS.912.P.9.7:	<p>Discuss how an individual influences group behavior.</p>
SS.912.P.9.8:	<p>Discuss the nature and effects of stereotyping, prejudice, and discrimination.</p>
SS.912.P.12.2:	<p>Define processes involved in problem solving and decision making.</p> <p>Clarifications: Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
SS.912.P.12.5:	<p>Describe obstacles to decision making.</p> <p>Clarifications: Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</p>
SS.912.P.12.6:	<p>Describe obstacles to making good judgments.</p> <p>Clarifications: Examples may include, but are not limited to, framing and belief perseverance.</p>
	<p>Interpret and evaluate primary and secondary sources.</p>

SS.912.W.1.3:	<p>Clarifications: Examples are artifacts, images, auditory and written sources.</p>
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. <p>Standard Relation to Course: Supporting</p>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly. <p>Standard Relation to Course: Supporting</p>
LAFS.1112.RI.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
LAFS.1112.RI.2.6:	<p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>
LAFS.1112.RI.3.7:	<p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>Standard Relation to Course: Supporting</p>
LAFS.1112.SL.1.2:	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
LAFS.1112.SL.2.4:	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
LAFS.1112.SL.2.5:	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. <p>Standard Relation to Course: Supporting</p>
LAFS.1112.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>Standard Relation to Course: Supporting</p>
LAFS.1112.W.2.5:	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
LAFS.1112.W.2.6:	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
LAFS.1112.W.3.7:	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
LAFS.1112.W.3.8:	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

LAFS.1112.W.3.9:	<p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
LAFS.1112.WHST.3.9:	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
MAFS.K12.MP.1.1:	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.2.1:	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.3.1:	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.4.1:	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later,</p>

MAFS.K12.MP.7.1:	students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Standard Relation to Course: Supporting
	Look for and express regularity in repeated reasoning.
MAFS.K12.MP.8.1:	Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.
	Standard Relation to Course: Supporting
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to further refine and apply technical skills and competencies for leadership within specific professional areas. The content should include, but not be limited to, the following:

- more intensive study of a variety of career options
- written and oral communication skills
- higher level thinking skills
- interpersonal relationship skills
- factors affecting job performance
- in-depth research study
- theories of executive management
- the influence of unions
- economic factors affecting free enterprise
- knowledge of professional organizations and their impact
- career planning

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500320	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Experiential Education > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: EXEC INTERN 3
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	

Executive Internship 4 (#0500330) 2015 - 2022 (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. <p>Standard Relation to Course: Supporting</p>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly. <p>Standard Relation to Course: Supporting</p>
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>Standard Relation to Course: Supporting</p>
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>Standard Relation to Course: Supporting</p>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the

premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.A.1.5:

Clarifications:

Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida’s research process model accessible at: fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf

SS.912.A.1.6:

Use case studies to explore social, political, legal, and economic relationships in history.

Monitor current public issues in Florida.

SS.912.C.2.10:

Clarifications:

Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.

SS.912.C.2.11:

Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

SS.912.C.2.13:

Clarifications:

Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.

SS.912.C.3.11:

Contrast how the Constitution safeguards and limits individual rights.

Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

SS.912.C.3.13:

Clarifications:

Examples are education, transportation, crime prevention, funding of services.

Compare different forms of business organizations.

SS.912.E.1.5:

Clarifications:

Examples are sole proprietorship, partnership, corporation, limited liability corporation.

Describe how the earnings of workers are determined.

SS.912.E.1.9:

Clarifications:

Examples are minimum wage, the market value of the product produced, workers’ productivity.

SS.912.E.2.2:

Use a decision-making model to analyze a public policy issue affecting the student’s community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

Make sense of problems and persevere in solving them.

MAFS.K12.MP.1.1:

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Standard Relation to Course: Supporting

Reason abstractly and quantitatively.

MAFS.K12.MP.2.1:

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Standard Relation to Course: Supporting

Construct viable arguments and critique the reasoning of others.

MAFS.K12.MP.3.1:

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Standard Relation to Course: Supporting

Model with mathematics.

MAFS.K12.MP.4.1:

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

	<p>Standard Relation to Course: Supporting</p> <p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.5.1:	
	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	
	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	
	<p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.8.1:	
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to continue to provide students with an opportunity to apply technical skills and competencies to real-life career processes and settings.

The content should include, but not be limited to, the following:

- analysis of career options
- career planning processes
- characteristics of work settings
- theories of executive management
- influence on unions
- free enterprise concepts
- organizational structure

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Experiential Education > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: EXEC INTERN 4

Course Type: Elective Course

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Course Level: 2

Grade Level(s): 9,10,11,12

Voluntary Public Service (#0500370) 2015 - 2022 (current)

Course Standards

Name	Description
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RST.3.9:	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	Standard Relation to Course: Supporting
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LAFS.910.W.1.1:	<ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
	Standard Relation to Course: Supporting
	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LAFS.910.W.1.3:	<ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	Standard Relation to Course: Supporting
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

MAFS.K12.MP.1.1:	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p> <p>Standard Relation to Course: Supporting</p> <p>Reason abstractly and quantitatively.</p>
MAFS.K12.MP.2.1:	<p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p> <p>Standard Relation to Course: Supporting</p> <p>Construct viable arguments and critique the reasoning of others.</p>
MAFS.K12.MP.3.1:	<p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p> <p>Standard Relation to Course: Supporting</p> <p>Model with mathematics.</p>
MAFS.K12.MP.4.1:	<p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p> <p>Standard Relation to Course: Supporting</p> <p>Use appropriate tools strategically.</p>
MAFS.K12.MP.5.1:	<p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p> <p>Attend to precision.</p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and make use of structure.</p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p> <p>Look for and express regularity in repeated reasoning.</p>

MAFS.K12.MP.8.1:	Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.
	Standard Relation to Course: Supporting
	Conduct a service project to further the public good.
SS.912.C.2.5:	Clarifications: Examples are school, community, state, national, international.
SS.912.S.4.3:	Examine the ways that groups function, such as roles, interactions and leadership.
	Discuss how formal organizations influence behavior of their members.
SS.912.S.4.9:	Clarifications: Examples may include, but are not limited to, churches, synagogues, and mosques, political parties, and fraternal organizations.
SS.912.S.5.10:	Identify both rights and responsibilities the individual has to primary and secondary groups.
	Discuss the implications of social problems for society.
SS.912.S.7.4:	Clarifications: Examples may include, but are not limited to, drug addiction, child abuse, school dropout rates, and unemployment.
SS.912.S.7.6:	Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
	Analyze physical activities from which benefits can be derived.
PE.912.R.6.2:	Clarifications: Some examples of potential benefits are physical, mental, emotional and social.
	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.4.3:	Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.5.3:	Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to develop an appreciation of the concept of service to the community and to develop skills necessary to evaluate the impact of service to others.

The content should include, but not be limited to, the following:

- identification of school community based needs
- organized response to identified needs
- the opportunity to examine and explore public service occupations and information regarding specific employment opportunities available
- methods that require students to identify, organize, and use resources appropriately
- interpersonal relationships and improved personal growth
- the ability to acquire and use information -an understanding of social, organizational, and technological systems
- acquiring skills to work with a variety of tools and equipment.
- improve personal qualities and higher-order thinking skills.
- development and implementation of a personal plan for involvement in school or community service

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500370

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Experiential Education > **SubSubject:** General >

Number of Credits: Half credit (.5)

Abbreviated Title: VOL PUB SERV

Course Type: Elective Course

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

Course Level: 2

Grade Level(s): 9,10,11,12

Personal, Career, and School Development Skills

1 (#0500500) 2015 - 2022 (current)

Course Standards

Name	Description
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals. Clarifications: Some examples of training principles are overload, specificity and progression.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived. Clarifications: Some examples of potential benefits are physical, mental, emotional and social.
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. Standard Relation to Course: Supporting
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RST.3.7:	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Standard Relation to Course: Supporting
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Make sense of problems and persevere in solving them.
MAFS.K12.MP.1.1:	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different

method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Standard Relation to Course: Supporting

Reason abstractly and quantitatively.

MAFS.K12.MP.2.1:

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Standard Relation to Course: Supporting

Construct viable arguments and critique the reasoning of others.

MAFS.K12.MP.3.1:

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Standard Relation to Course: Supporting

Model with mathematics.

MAFS.K12.MP.4.1:

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Standard Relation to Course: Supporting

Use appropriate tools strategically.

MAFS.K12.MP.5.1:

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

MAFS.K12.MP.6.1:

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

MAFS.K12.MP.7.1:

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Standard Relation to Course: Supporting

Look for and express regularity in repeated reasoning.

MAFS.K12.MP.8.1:

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Standard Relation to Course: Supporting

SS.912.C.2.10:	Monitor current public issues in Florida. Clarifications: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.P.9.6:	Describe how group dynamics influence behavior.
SS.912.P.9.7:	Discuss how an individual influences group behavior.
SS.912.P.12.2:	Define processes involved in problem solving and decision making. Clarifications: Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
SS.912.P.12.5:	Describe obstacles to decision making. Clarifications: Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
SS.912.P.12.6:	Describe obstacles to making good judgments. Clarifications: Examples may include, but are not limited to, framing and belief perseverance.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- knowledge of self and others
- development of positive attitudes
- family relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

Special Note:

This course may be used for dropout prevention.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500500	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Experiential Education > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: PERS CAR SCH DEV 1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	

Personal, Career, and School Development Skills 2 (#0500510) 2015 - 2022 (current)

Course Standards

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>Standard Relation to Course: Supporting</p>
LAFS.910.RI.3.7:	<p>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>
LAFS.910.RI.3.8:	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
LAFS.910.RST.3.7:	<p>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>Standard Relation to Course: Supporting</p>
LAFS.910.SL.2.4:	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
LAFS.910.W.2.6:	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). <p>Standard Relation to Course: Supporting</p>
LAFS.910.WHST.2.4:	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
PE.912.C.2.10:	<p>Analyze long-term benefits of regularly participating in physical activity.</p>
PE.912.C.2.20:	<p>Identify appropriate methods to resolve physical conflict.</p>
PE.912.L.3.3:	<p>Identify a variety of activities that promote effective stress management.</p>
PE.912.L.3.4:	<p>Identify the in-school opportunities for participation in a variety of physical activities.</p>
PE.912.L.3.5:	<p>Identify the community opportunities for participation in a variety of physical activities.</p>
PE.912.L.4.3:	<p>Identify strategies for setting goals when developing a personal fitness program.</p>
PE.912.M.1.5:	<p>Apply strategies for self improvement based on individual strengths and needs.</p>
PE.912.R.5.1:	<p>Describe ways to act independently of peer pressure during physical activities.</p>
PE.912.R.6.2:	<p>Analyze physical activities from which benefits can be derived.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Some examples of potential benefits are physical, mental, emotional and social.</p> </div>
MAFS.K12.MP.1.1:	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p> <p>Standard Relation to Course: Supporting</p>

MAFS.K12.MP.2.1:	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.3.1:	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.4.1:	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.8.1:	<p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p> <p>Standard Relation to Course: Supporting</p>
SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p>Clarifications: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>

	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
SS.912.C.3.13:	Clarifications: Examples are education, transportation, crime prevention, funding of services.
SS.912.P.9.6:	Describe how group dynamics influence behavior.
SS.912.P.9.7:	Discuss how an individual influences group behavior.
	Define processes involved in problem solving and decision making.
SS.912.P.12.2:	Clarifications: Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
	Describe obstacles to decision making.
SS.912.P.12.5:	Clarifications: Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
	Describe obstacles to making good judgments.
SS.912.P.12.6:	Clarifications: Examples may include, but are not limited to, framing and belief perseverance.
	Predict how healthy behaviors can affect health status.
HE.912.C.1.1:	Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
	Evaluate how environment and personal health are interrelated.
HE.912.C.1.3:	Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
	Analyze how heredity and family history can impact personal health.
HE.912.C.1.7:	Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.2:	Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.3:	Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
HE.912.P.7.2:	Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- refining understandings in areas such as knowledge of self and others
- development of positive attitudes
- relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

Special note:

This course may be used for dropout prevention.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500510	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Experiential Education > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: PERS CAR SCH DEV 2
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	

Personal, Career, and School Development Skills

3 (#0500520) 2015 - 2022 (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. <p>Standard Relation to Course: Supporting</p>
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.RI.2.6:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>Standard Relation to Course: Supporting</p>
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.912.R.6.2:	<p>Analyze physical activities from which benefits can be derived.</p> <p>Clarifications:</p>

Some examples of potential benefits are physical, mental, emotional and social.

Make sense of problems and persevere in solving them.

MAFS.K12.MP.1.1:

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Standard Relation to Course: Supporting

Reason abstractly and quantitatively.

MAFS.K12.MP.2.1:

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Standard Relation to Course: Supporting

Construct viable arguments and critique the reasoning of others.

MAFS.K12.MP.3.1:

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Standard Relation to Course: Supporting

Model with mathematics.

MAFS.K12.MP.4.1:

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Standard Relation to Course: Supporting

Use appropriate tools strategically.

MAFS.K12.MP.5.1:

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

MAFS.K12.MP.6.1:

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

MAFS.K12.MP.7.1:

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

	<p>Standard Relation to Course: Supporting</p> <p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.8.1:	
SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p>Clarifications: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.3.13:	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p>Clarifications: Examples are education, transportation, crime prevention, funding of services.</p>
SS.912.P.9.6:	Describe how group dynamics influence behavior.
SS.912.P.9.7:	Discuss how an individual influences group behavior.
SS.912.P.9.8:	Discuss the nature and effects of stereotyping, prejudice, and discrimination.
SS.912.P.12.2:	<p>Define processes involved in problem solving and decision making.</p> <p>Clarifications: Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
SS.912.P.12.5:	<p>Describe obstacles to decision making.</p> <p>Clarifications: Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</p>
SS.912.P.12.6:	<p>Describe obstacles to making good judgments.</p> <p>Clarifications: Examples may include, but are not limited to, framing and belief perseverance.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p> <p>Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
HE.912.C.1.7:	<p>Analyze how heredity and family history can impact personal health.</p> <p>Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
HE.912.C.2.2:	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
HE.912.C.2.3:	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.</p>
HE.912.P.7.2:	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p>Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- refining understandings in areas such as knowledge of self and others
- development of positive attitudes
- relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

Special note:

This course may be used for dropout prevention.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500520

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Experiential Education > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: PERS CAR SCH DEV 3

Course Type: Elective Course

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Course Level: 2

Grade Level(s): 9,10,11,12

Personal, Career, and School Development Skills

4 (#0500530) 2015 - 2022 (current)

Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. <p>Standard Relation to Course: Supporting</p>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly. <p>Standard Relation to Course: Supporting</p>
LAFS.1112.RH.3.7:	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
LAFS.1112.RH.3.8:	<p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>Standard Relation to Course: Supporting</p>
LAFS.1112.SL.1.2:	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
LAFS.1112.SL.2.4:	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
LAFS.1112.SL.2.5:	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. <p>Standard Relation to Course: Supporting</p>
LAFS.1112.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>Standard Relation to Course: Supporting</p>
	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view,

	and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LAFS.1112.W.1.3:	<p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
	Standard Relation to Course: Supporting
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
	Standard Relation to Course: Supporting
LAFS.1112.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p>Clarifications: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.3.13:	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p>Clarifications: Examples are education, transportation, crime prevention, funding of services.</p>
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.16:	<p>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</p> <p>Clarifications: Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</p>
SS.912.P.9.6:	Describe how group dynamics influence behavior.
SS.912.P.9.7:	Discuss how an individual influences group behavior.
SS.912.P.9.8:	Discuss the nature and effects of stereotyping, prejudice, and discrimination.
SS.912.P.12.2:	<p>Define processes involved in problem solving and decision making.</p> <p>Clarifications: Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
SS.912.P.12.5:	<p>Describe obstacles to decision making.</p> <p>Clarifications: Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</p>
SS.912.P.12.6:	<p>Describe obstacles to making good judgments.</p> <p>Clarifications: Examples may include, but are not limited to, framing and belief perseverance.</p>
SS.912.S.8.9:	Identify a community social problem and discuss appropriate actions to address the problem.
MAFS.K12.MP.1.1:	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>

	<p>Standard Relation to Course: Supporting Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.2.1:	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.3.1:	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.4.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.5.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.6.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p> <p>Standard Relation to Course: Supporting</p>
MAFS.K12.MP.7.1:	<p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p> <p>Standard Relation to Course: Supporting</p>
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.

PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
	Analyze physical activities from which benefits can be derived.
PE.912.R.6.2:	Clarifications: Some examples of potential benefits are physical, mental, emotional and social.
	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.2:	Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.3:	Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- refining understandings in areas such as knowledge of self and others
- development of positive attitudes
- relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

Special note:

This course may be used for dropout prevention.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500530

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Experiential Education
> **SubSubject:** General >
Abbreviated Title: PERS CAR SCH DEV 4

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Cambridge PRE-AICE Child Development IGCSE Level (#0500540) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500540

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Experiential Education > **SubSubject:** General >

Abbreviated Title: PRE-AICE CHILDEV IG

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Cambridge Pre-AICE Accounting IGCSE Level (#0502390) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit visitcie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/.

GENERAL INFORMATION

Course Number: 0502390

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Experiential Education > **SubSubject:** General >

Abbreviated Title: PRE-AICE ACCTING IG

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

Mathematics (Grades 6-12)

Business Education (Grades 6-12)

Bookkeeping (Secondary Grades 7-12)

Cambridge AICE Accounting 1 AS Level (#0502400) 2014 - And

Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit www.cambridge.org/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 0502400

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Experiential Education > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: AICE ACCOUNTING 1 AS

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Mathematics (Grades 6-12)

Business Education (Grades 6-12)

Bookkeeping (Secondary Grades 7-12)

M/J Health Grade 6 Year (#0800000) 2018 - 2022 (current)

Course Standards

*(Benchmark examples listed within parenthesis are neither prescriptive nor limiting.)

Name	Description
HE.6.B.3.1:	Examine the validity of health information, and determine the cost of health products, and services. Clarifications: Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. Clarifications: Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.3.4:	Describe situations when professional health services may be required. Clarifications: Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Clarifications: Role playing, short stories, and open-ended scenarios.
HE.6.B.4.2:	Practice refusal skills and negotiation skills to reduce health risks. Clarifications: Assertiveness, compromising, and use of "I" messages.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. Clarifications: Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4:	Compile ways to ask for assistance to enhance the health of self and others. Clarifications: Verbalize, write, and ask others for help.
HE.6.B.5.1:	Investigate health-related situations that require the application of a thoughtful decision-making process. Clarifications: Peer pressure, exposure to unsupervised firearms, and tobacco use.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Not smoking, limiting sedentary activity, and practicing good character.
HE.6.B.5.3:	Specify the potential outcomes of each option when making a health-related decision. Clarifications: Physical, social, emotional, financial, and legal consequences, and emergency preparedness.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making. Clarifications: Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
HE.6.B.5.5:	Predict the potential outcomes of a health-related decision. Clarifications: Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
HE.6.B.6.1:	Use various methods to measure personal health status. Clarifications: BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.
HE.6.B.6.2:	Develop an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.
HE.6.B.6.3:	Determine strategies and skills needed to attain a personal health goal. Clarifications: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.
HE.6.B.6.4:	Monitor progress toward attaining a personal health goal. Clarifications: Checklist, diary, log, computer software, and websites.
HE.6.C.1.2:	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Clarifications: Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.

HE.6.C.1.3:	Identify environmental factors that affect personal health. Clarifications: Air and water quality, availability of sidewalks, contaminated food, and road hazards.
HE.6.C.1.4:	Identify health problems and concerns common to adolescents including reproductive development. Clarifications: Acne, eating disorders, suicide/depression, and puberty.
HE.6.C.1.5:	Explain how body systems are impacted by hereditary factors and infectious agents. Clarifications: Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.
HE.6.C.1.6:	Examine how appropriate health care can promote personal health. Clarifications: Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.
HE.6.C.1.7:	Recognize how heredity can affect personal health. Clarifications: Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.
HE.6.C.1.8:	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors. Clarifications: Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.
HE.6.C.2.1:	Examine how family influences the health of adolescents. Clarifications: Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.
HE.6.C.2.2:	Examine how peers influence the health of adolescents. Clarifications: Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
HE.6.C.2.3:	Identify the impact of health information conveyed to students by the school and community. Clarifications: First-aid education program, refusal-skills practice, and healthy body composition: BMI.
HE.6.C.2.4:	Investigate school and public health policies that influence health promotion and disease prevention. Clarifications: Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
HE.6.C.2.5:	Examine how media influences peer and community health behaviors. Clarifications: Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
HE.6.C.2.6:	Propose ways that technology can influence peer and community health behaviors. Clarifications: Internet social media/networking sites, heart-rate monitors, and cross-walk signals.
HE.6.C.2.7:	Investigate cultural changes related to health beliefs and behaviors. Clarifications: School breakfast programs, fast-food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.
HE.6.C.2.8:	Determine how social norms may impact healthy and unhealthy behavior. Clarifications: Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.
HE.6.C.2.9:	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Clarifications: Curiosity, interests, fears, likes, and dislikes.
HE.6.P.7.1:	Explain the importance of assuming responsibility for personal-health behaviors. Clarifications: Medical/dental checkups, resisting peer pressure, and healthy relationships.
HE.6.P.7.2:	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks. Clarifications: Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
HE.6.P.8.1:	Practice how to influence and support others when making positive health choices. Clarifications: Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.
HE.6.P.8.2:	State a health-enhancing position on a topic and support it with accurate information. Clarifications: Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.
HE.6.P.8.3:	Work cooperatively to advocate for healthy individuals, families, and schools. Clarifications:

	Media campaigns, posters, skits, and PSAs.
	Identify ways health messages and communication techniques can be targeted for different audiences.
HE.6.P.8.4:	Clarifications: Surveys, advertisements, music, and clothing.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
MAFS.6.SP.1.1:	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, <i>"How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>
MAFS.6.SP.1.2:	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This comprehensive course focuses on the health issues core to the optimum development of adolescents. The content should include, but is not limited to:

- **Core Concepts** (dimensions of health, environmental health, illnesses and healthy behaviors)
- **Accessing Information** (family and friend influences, disease prevention, reproductive health, medical resources, school and community health)
- **Internal and External Influences** (available resources, seeking help, technology, products and services)
- **Interpersonal Communication** (healthy alternatives, conflict resolution, verbal and non-verbal, active listening and refusal skills)
- **Decision Making** (individual and group decisions, and positive/negative healthy options)
- **Goal Setting** (short and long term health strategies, personal health and small groups)
- **Self Management** (personal health practices and internet safety)
- **Advocacy** (positive promotion and accurate information sharing)

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0800000

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Health Education > SubSubject:

General >

Abbreviated Title: M/J HEALTH GR 6Y

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 6

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

M/J Health & Career Planning Grade 6 Year (#0800005) 2019 - 2022 (current)

Course Standards

Name	Description
HE.6.B.3.1:	Examine the validity of health information, and determine the cost of health products, and services. Clarifications: Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. Clarifications: Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.3.4:	Describe situations when professional health services may be required. Clarifications: Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Clarifications: Role playing, short stories, and open-ended scenarios.
HE.6.B.4.2:	Practice refusal skills and negotiation skills to reduce health risks. Clarifications: Assertiveness, compromising, and use of "I" messages.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. Clarifications: Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4:	Compile ways to ask for assistance to enhance the health of self and others. Clarifications: Verbalize, write, and ask others for help.
HE.6.B.5.1:	Investigate health-related situations that require the application of a thoughtful decision-making process. Clarifications: Peer pressure, exposure to unsupervised firearms, and tobacco use.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Not smoking, limiting sedentary activity, and practicing good character.
HE.6.B.5.3:	Specify the potential outcomes of each option when making a health-related decision. Clarifications: Physical, social, emotional, financial, and legal consequences, and emergency preparedness.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making. Clarifications: Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
HE.6.B.5.5:	Predict the potential outcomes of a health-related decision. Clarifications: Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
HE.6.B.6.1:	Use various methods to measure personal health status. Clarifications: BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.
HE.6.B.6.2:	Develop an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.
HE.6.B.6.3:	Determine strategies and skills needed to attain a personal health goal. Clarifications: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.
HE.6.B.6.4:	Monitor progress toward attaining a personal health goal. Clarifications: Checklist, diary, log, computer software, and websites.
	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.

HE.6.C.1.2:	Clarifications: Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.
	Identify environmental factors that affect personal health.
HE.6.C.1.3:	Clarifications: Air and water quality, availability of sidewalks, contaminated food, and road hazards.
	Identify health problems and concerns common to adolescents including reproductive development.
HE.6.C.1.4:	Clarifications: Acne, eating disorders, suicide/depression, and puberty.
	Explain how body systems are impacted by hereditary factors and infectious agents.
HE.6.C.1.5:	Clarifications: Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.
	Examine how appropriate health care can promote personal health.
HE.6.C.1.6:	Clarifications: Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.
	Recognize how heredity can affect personal health.
HE.6.C.1.7:	Clarifications: Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.
	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.6.C.1.8:	Clarifications: Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.
	Examine how family influences the health of adolescents.
HE.6.C.2.1:	Clarifications: Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.
	Examine how peers influence the health of adolescents.
HE.6.C.2.2:	Clarifications: Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
	Identify the impact of health information conveyed to students by the school and community.
HE.6.C.2.3:	Clarifications: First-aid education program, refusal-skills practice, and healthy body composition: BMI.
	Investigate school and public health policies that influence health promotion and disease prevention.
HE.6.C.2.4:	Clarifications: Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
	Examine how media influences peer and community health behaviors.
HE.6.C.2.5:	Clarifications: Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
	Propose ways that technology can influence peer and community health behaviors.
HE.6.C.2.6:	Clarifications: Internet social media/networking sites, heart-rate monitors, and cross-walk signals.
	Investigate cultural changes related to health beliefs and behaviors.
HE.6.C.2.7:	Clarifications: School breakfast programs, fast-food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.
	Determine how social norms may impact healthy and unhealthy behavior.
HE.6.C.2.8:	Clarifications: Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.
	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.6.C.2.9:	Clarifications: Curiosity, interests, fears, likes, and dislikes.
	Explain the importance of assuming responsibility for personal-health behaviors.
HE.6.P.7.1:	Clarifications: Medical/dental checkups, resisting peer pressure, and healthy relationships.
	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.6.P.7.2:	Clarifications: Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
	Practice how to influence and support others when making positive health choices.
HE.6.P.8.1:	Clarifications: Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.
	State a health-enhancing position on a topic and support it with accurate information.
HE.6.P.8.2:	Clarifications: Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.

	Work cooperatively to advocate for healthy individuals, families, and schools.
HE.6.P.8.3:	Clarifications: Media campaigns, posters, skits, and PSAs.
	Identify ways health messages and communication techniques can be targeted for different audiences.
HE.6.P.8.4:	Clarifications: Surveys, advertisements, music, and clothing.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
MAFS.6.SP.1.1:	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, <i>"How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>
MAFS.6.SP.1.2:	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This comprehensive course focuses on the health issues core to the optimum development of adolescents. The content should include, but is not limited to:

- Core Concepts (dimensions of health, environmental health, illnesses and healthy behaviors)
- Accessing Information (family and friend influences, disease prevention, reproductive health, medical resources, school and community health)
- Internal and External Influences (available resources, seeking help, technology, products and services)
- Interpersonal Communication (healthy alternatives, conflict resolution, verbal and non-verbal, active listening and refusal skills)
- Decision Making (individual and group decisions, and positive/negative healthy options)
- Goal Setting (short and long term health strategies, personal health and small groups)
- Self Management (personal health practices and internet safety)
- Advocacy (positive promotion and accurate information sharing)

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

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

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0800005

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Health Education > **SubSubject:**
 General >

Abbreviated Title: M/J HEALTH/CP GR 6Y

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)

M/J Health Grade 7 Year (#0800010) 2018 - 2022 (current)

Course Standards

*(Benchmark examples listed within parenthesis are neither prescriptive nor limiting.)

Name	Description
HE.7.B.3.1:	Analyze the validity of health information, products, and services. Clarifications: Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.
HE.7.B.3.3:	Compare a variety of technologies to gather health information. Clarifications: WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
HE.7.B.3.4:	Differentiate among professional health services that may be required. Clarifications: Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.
HE.7.B.4.1:	Apply effective communication skills when interacting with others to enhance health. Clarifications: Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
HE.7.B.4.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Clarifications: Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. Clarifications: Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.4.4:	Demonstrate how to ask for assistance to enhance the health of self and others. Clarifications: "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
HE.7.B.5.2:	Select healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.
HE.7.B.5.4:	Determine when individual or collaborative decision-making is appropriate. Clarifications: Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?
HE.7.B.5.5:	Predict the short and long-term consequences of engaging in health-risk behaviors. Clarifications: Driving under the influence, lack of exercise, and poor diet.
HE.7.B.6.1:	Analyze personal beliefs as they relate to health practices. Clarifications: Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.
HE.7.B.6.2:	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice. Clarifications: Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.
HE.7.B.6.3:	Explain strategies and skills needed to assess progress and maintenance of a personal health goal. Clarifications: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.
HE.7.C.1.1:	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. Clarifications: Teen pregnancy, caloric balance, time management, and conflict resolution.
HE.7.C.1.2:	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Clarifications: Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.
HE.7.C.1.3:	Analyze how environmental factors affect personal health. Clarifications: Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. Clarifications: Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

	Classify infectious agents and their modes of transmission to the human body.
HE.7.C.1.5:	Clarifications: HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.
	Explain how appropriate health care can promote personal health.
HE.7.C.1.6:	Clarifications: Registered dietitian to plan healthy meals, asthma action plan, and immunization.
	Describe how heredity can affect personal health.
HE.7.C.1.7:	Clarifications: Sickle-cell anemia, diabetes, and acne.
	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.7.C.1.8:	Clarifications: Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.
	Examine how family health behaviors influence health of adolescents.
HE.7.C.2.1:	Clarifications: Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.
	Examine how peers may influence the health behaviors of adolescents.
HE.7.C.2.2:	Clarifications: Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.
	Examine how the school and community may influence the health behaviors of adolescents.
HE.7.C.2.3:	Clarifications: Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.
	Analyze how messages from media influence health behaviors.
HE.7.C.2.5:	Clarifications: Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.
	Evaluate the influence of technology in locating valid health information.
HE.7.C.2.6:	Clarifications: Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.
	Determine how cultural changes related to health beliefs and behaviors impact personal health.
HE.7.C.2.7:	Clarifications: Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell-phone use; and timeliness of emergency response.
	Evaluate how changes in social norms impact healthy and unhealthy behavior.
HE.7.C.2.8:	Clarifications: Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.
	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.7.C.2.9:	Clarifications: Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.
	Examine the importance of assuming responsibility for personal-health behaviors.
HE.7.P.7.1:	Clarifications: Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.
	Experiment with behaviors that will maintain or improve personal health and reduce health risks.
HE.7.P.7.2:	Clarifications: Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.
	Utilize the influence of others to promote positive health choices.
HE.7.P.8.1:	Clarifications: Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.
	Articulate a position on a health-related issue and support it with accurate health information.
HE.7.P.8.2:	Clarifications: Bullying prevention, Internet safety, and nutritional choices.
	Work cooperatively to advocate for healthy individuals, peers, and families.
HE.7.P.8.3:	Clarifications: Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.
	Analyze ways health messages can target different audiences.
HE.7.P.8.4:	Clarifications: Print media, broadcast media, billboards, and Internet resources.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and

	issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1:	<p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.7.SP.1.1:	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

The content should include, but is not limited to:

- **Mental and emotional health** (personal health care, screenings, counseling, negotiation skills, bullying, coping skills and depression)
- **Prevention and control of disease** (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- **Consumer health** (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- **Family life** (cultures, daily routines and rules)
- **Personal health** (risk reduction behaviors, communication skills, social relationships, wellness, and reproductive health)
- **Nutrition** (weight management, fitness plan, eating disorders, and BMI)
- **Internet safety** (security, threats, media, cyber-bullying parental controls, and monitoring)
- **Injury prevention and safety** (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- **Substance use and abuse** (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- **Community health** (local health organizations, technology, resources, and services)
- **Environmental health** (adverse health effects, chemicals toxins and pollutants)
- **Consumer health** (advertising, media influence, products and services)
- **Teen dating violence** (dating, media, abuse and violence)

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0800010

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Health Education > **SubSubject:**
 General >
Abbreviated Title: M/J HEALTH GR 7Y
Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 7

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

M/J Health & Career Planning Grade 7 Year (#0800015) 2019 - 2022 (current)

Course Standards

*(Benchmark examples listed within parenthesis are neither prescriptive nor limiting.)

Name	Description
HE.7.B.3.1:	Analyze the validity of health information, products, and services. Clarifications: Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.
HE.7.B.3.3:	Compare a variety of technologies to gather health information. Clarifications: WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
HE.7.B.3.4:	Differentiate among professional health services that may be required. Clarifications: Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.
HE.7.B.4.1:	Apply effective communication skills when interacting with others to enhance health. Clarifications: Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
HE.7.B.4.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Clarifications: Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. Clarifications: Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.4.4:	Demonstrate how to ask for assistance to enhance the health of self and others. Clarifications: "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
HE.7.B.5.2:	Select healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.
HE.7.B.5.4:	Determine when individual or collaborative decision-making is appropriate. Clarifications: Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?
HE.7.B.5.5:	Predict the short and long-term consequences of engaging in health-risk behaviors. Clarifications: Driving under the influence, lack of exercise, and poor diet.
HE.7.B.6.1:	Analyze personal beliefs as they relate to health practices. Clarifications: Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.
HE.7.B.6.2:	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice. Clarifications: Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.
HE.7.B.6.3:	Explain strategies and skills needed to assess progress and maintenance of a personal health goal. Clarifications: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.
HE.7.C.1.1:	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. Clarifications: Teen pregnancy, caloric balance, time management, and conflict resolution.
HE.7.C.1.2:	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Clarifications: Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.
HE.7.C.1.3:	Analyze how environmental factors affect personal health. Clarifications:

	Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. Clarifications: Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.
HE.7.C.1.5:	Classify infectious agents and their modes of transmission to the human body. Clarifications: HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.
HE.7.C.1.6:	Explain how appropriate health care can promote personal health. Clarifications: Registered dietitian to plan healthy meals, asthma action plan, and immunization.
HE.7.C.1.7:	Describe how heredity can affect personal health. Clarifications: Sickle-cell anemia, diabetes, and acne.
HE.7.C.1.8:	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors. Clarifications: Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.
HE.7.C.2.1:	Examine how family health behaviors influence health of adolescents. Clarifications: Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.
HE.7.C.2.2:	Examine how peers may influence the health behaviors of adolescents. Clarifications: Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.
HE.7.C.2.3:	Examine how the school and community may influence the health behaviors of adolescents. Clarifications: Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.
HE.7.C.2.5:	Analyze how messages from media influence health behaviors. Clarifications: Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.
HE.7.C.2.6:	Evaluate the influence of technology in locating valid health information. Clarifications: Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.
HE.7.C.2.7:	Determine how cultural changes related to health beliefs and behaviors impact personal health. Clarifications: Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell-phone use; and timeliness of emergency response.
HE.7.C.2.8:	Evaluate how changes in social norms impact healthy and unhealthy behavior. Clarifications: Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.
HE.7.C.2.9:	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Clarifications: Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.
HE.7.P.7.1:	Examine the importance of assuming responsibility for personal-health behaviors. Clarifications: Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.
HE.7.P.7.2:	Experiment with behaviors that will maintain or improve personal health and reduce health risks. Clarifications: Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.
HE.7.P.8.1:	Utilize the influence of others to promote positive health choices. Clarifications: Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.
HE.7.P.8.2:	Articulate a position on a health-related issue and support it with accurate health information. Clarifications: Bullying prevention, Internet safety, and nutritional choices.
HE.7.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, and families. Clarifications: Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.
HE.7.P.8.4:	Analyze ways health messages can target different audiences. Clarifications: Print media, broadcast media, billboards, and Internet resources.

LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.7.SP.1.1:	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

The content should include, but is not limited to:

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, grief, loss and depression)
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- Family life (risk reduction behaviors, cultures, daily routines and rules)
- Personal health (adolescence, communication skills, wellness, coping skills, social relationships and reproductive health)
- Nutrition (weight management, fitness plan, eating disorders, and BMI)
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- Community health (local health organizations, technology, resources, and services)
- Environmental health (adverse health effects, chemicals toxins and pollutants)
- Consumer health (advertising, media influence, products and services)
- Teen dating violence (dating, abuse and violence)

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0800015

Course Path: **Section:** Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Health Education > **SubSubject:**
 General >

Abbreviated Title: M/J HEALTH/CP GR 7Y

Course Length: Year (Y)

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Course Level: 2

Educator Certifications

- Health Education (Secondary Grades 7-12)
- Health (Elementary and Secondary Grades K-12)

M/J Health Grade 8 Year (#0800020) 2018 - 2022 (current)

Course Standards

*(Benchmark examples listed within parenthesis are neither prescriptive nor limiting.)

Name	Description
HE.8.B.3.1:	Analyze valid and reliable health services and the cost of products. Clarifications: Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.
HE.8.B.3.2:	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health. Clarifications: Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.
HE.8.B.3.3:	Recommend a variety of technologies to gather health information. Clarifications: Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.
HE.8.B.3.4:	Determine situations when specific professional health services or providers may be required. Clarifications: Head injuries, infections, depression, and abuse.
HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. Clarifications: Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. Clarifications: Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.4.4:	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
HE.8.B.5.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. Clarifications: Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
HE.8.B.5.2:	Categorize healthy and unhealthy alternatives to health-related issues or problems. Clarifications: (Alcohol consumption, sleep requirements, physical activity, and time management.)
HE.8.B.5.3:	Compile the potential outcomes of each option when making a health-related decision. Clarifications: Consequences: injury, addiction, and legal, social, sexual, and financial.
HE.8.B.5.4:	Distinguish when individual or collaborative decision-making is appropriate. Clarifications: Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.
HE.8.B.5.5:	Evaluate the outcomes of a health-related decision. Clarifications: Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.
HE.8.B.6.1:	Assess personal health practices. Clarifications: Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.
HE.8.B.6.2:	Design an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.
HE.8.B.6.3:	Apply strategies and skills needed to attain a personal health goal. Clarifications: Physical activity, nutrition modification, and anger management.
HE.8.B.6.4:	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. Clarifications: Weight reduction, cost of healthier food, availability of exercise equipment, and general health.

	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
HE.8.C.1.2:	Clarifications: Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
	Predict how environmental factors affect personal health.
HE.8.C.1.3:	Clarifications: Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.
	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.C.1.4:	Clarifications: Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.
	Identify major chronic diseases that impact human body systems.
HE.8.C.1.5:	Clarifications: Cancer, hypertension and coronary artery disease, asthma, and diabetes.
	Analyze how appropriate health care can promote personal health.
HE.8.C.1.6:	Clarifications: Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.
	Explore how heredity and family history can affect personal health.
HE.8.C.1.7:	Clarifications: Sickle-cell anemia, heart disease, diabetes, and mental health.
	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.8.C.1.8:	Clarifications: Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.
	Assess the role of family health beliefs on the health of adolescents.
HE.8.C.2.1:	Clarifications: Alternative medical care, family religious beliefs, and importance of physical activity.
	Assess how the health beliefs of peers may influence adolescent health.
HE.8.C.2.2:	Clarifications: Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.
	Analyze how the school and community may influence adolescent health.
HE.8.C.2.3:	Clarifications: Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.
	Critique school and public health policies that influence health promotion and disease prevention.
HE.8.C.2.4:	Clarifications: Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.
	Research marketing strategies behind health-related media messages.
HE.8.C.2.5:	Clarifications: Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
	Analyze the influence of technology on personal and family health.
HE.8.C.2.6:	Clarifications: TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.
	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.C.2.7:	Clarifications: Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.
	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.C.2.8:	Clarifications: Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are "normal."
	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.8.C.2.9:	Clarifications: Social conformity, desires, and impulses.
	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.
HE.8.P.7.1:	Clarifications: Sexual abstinence, skin care, and drug abuse.
	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.8.P.7.2:	Clarifications: Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
	Promote positive health choices with the influence and support of others.
HE.8.P.8.1:	Clarifications: Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.
	Justify a health-enhancing position on a topic and support it with accurate information.
HE.8.P.8.2:	Clarifications:

	Abstinence from unhealthy behaviors, gun-safety laws, legal- age limits, bullying laws, and zero tolerance.
HE.8.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, families, and schools. Clarifications: Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.
HE.8.P.8.4:	Evaluate ways health messages and communication techniques can be targeted for different audiences. Clarifications: Advertising, social media campaign, and health fairs.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to become healthy, productive citizens. This comprehensive course focuses on the development of positive life-long knowledge, attitudes, and behaviors, which promote an active and healthy lifestyle.

The content should include, but is not limited to:

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, coping skills and depression)
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- Family life (cultures, daily routines and rules)
- Personal health (risk reduction behaviors, communication skills, social relationships, wellness, and reproductive health)
- Nutrition (weight management, fitness plan, eating disorders, and BMI)
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- Community health (local health organizations, technology, resources, and services)
- Environmental health (adverse health effects, chemicals toxins and pollutants)
- Consumer health (advertising, media influence, products and services)
- Teen dating violence (dating, media, abuse and violence)

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0800020

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: M/J HEALTH GR 8Y

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 8

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

M/J Health & Career Planning Grade 8

Year (#0800025) 2019 - 2022 (current)

Course Standards

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

Name	Description
HE.8.B.3.1:	Analyze valid and reliable health services and the cost of products. Clarifications: Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.
HE.8.B.3.2:	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health. Clarifications: Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.
HE.8.B.3.3:	Recommend a variety of technologies to gather health information. Clarifications: Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.
HE.8.B.3.4:	Determine situations when specific professional health services or providers may be required. Clarifications: Head injuries, infections, depression, and abuse.
HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. Clarifications: Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. Clarifications: Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.4.4:	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
HE.8.B.5.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. Clarifications: Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
HE.8.B.5.2:	Categorize healthy and unhealthy alternatives to health-related issues or problems. Clarifications: (Alcohol consumption, sleep requirements, physical activity, and time management.)
HE.8.B.5.3:	Compile the potential outcomes of each option when making a health-related decision. Clarifications: Consequences: injury, addiction, and legal, social, sexual, and financial.
HE.8.B.5.4:	Distinguish when individual or collaborative decision-making is appropriate. Clarifications: Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.
HE.8.B.5.5:	Evaluate the outcomes of a health-related decision. Clarifications: Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.
HE.8.B.6.1:	Assess personal health practices. Clarifications: Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.
HE.8.B.6.2:	Design an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.
HE.8.B.6.3:	Apply strategies and skills needed to attain a personal health goal. Clarifications: Physical activity, nutrition modification, and anger management.
	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

HE.8.B.6.4:	Clarifications: Weight reduction, cost of healthier food, availability of exercise equipment, and general health.
	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
HE.8.C.1.2:	Clarifications: Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
	Predict how environmental factors affect personal health.
HE.8.C.1.3:	Clarifications: Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.
	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.C.1.4:	Clarifications: Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.
	Identify major chronic diseases that impact human body systems.
HE.8.C.1.5:	Clarifications: Cancer, hypertension and coronary artery disease, asthma, and diabetes.
	Analyze how appropriate health care can promote personal health.
HE.8.C.1.6:	Clarifications: Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.
	Explore how heredity and family history can affect personal health.
HE.8.C.1.7:	Clarifications: Sickle-cell anemia, heart disease, diabetes, and mental health.
	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.8.C.1.8:	Clarifications: Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.
	Assess the role of family health beliefs on the health of adolescents.
HE.8.C.2.1:	Clarifications: Alternative medical care, family religious beliefs, and importance of physical activity.
	Assess how the health beliefs of peers may influence adolescent health.
HE.8.C.2.2:	Clarifications: Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.
	Analyze how the school and community may influence adolescent health.
HE.8.C.2.3:	Clarifications: Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.
	Critique school and public health policies that influence health promotion and disease prevention.
HE.8.C.2.4:	Clarifications: Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.
	Research marketing strategies behind health-related media messages.
HE.8.C.2.5:	Clarifications: Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
	Analyze the influence of technology on personal and family health.
HE.8.C.2.6:	Clarifications: TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.
	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.C.2.7:	Clarifications: Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.
	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.C.2.8:	Clarifications: Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are "normal."
	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.8.C.2.9:	Clarifications: Social conformity, desires, and impulses.
	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.
HE.8.P.7.1:	Clarifications: Sexual abstinence, skin care, and drug abuse.
	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.8.P.7.2:	Clarifications: Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
	Promote positive health choices with the influence and support of others.
HE.8.P.8.1:	Clarifications: Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.

HE.8.P.8.2:	Justify a health-enhancing position on a topic and support it with accurate information. Clarifications: Abstinence from unhealthy behaviors, gun-safety laws, legal- age limits, bullying laws, and zero tolerance.
HE.8.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, families, and schools. Clarifications: Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.
HE.8.P.8.4:	Evaluate ways health messages and communication techniques can be targeted for different audiences. Clarifications: Advertising, social media campaign, and health fairs.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

The content should include, but is not limited to:

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, grief, loss and depression)
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- Family life (risk reduction behaviors, cultures, daily routines and rules)
- Personal health (adolescence, communication skills, wellness, coping skills, social relationships and reproductive health)
- Nutrition (weight management, fitness plan, eating disorders, and BMI)
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- Community health (local health organizations, technology, resources, and services)
- Environmental health (adverse health effects, chemicals toxins and pollutants)
- Consumer health (advertising, media influence, products and services)
- Teen dating violence (dating, abuse and violence)

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.html.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0800025

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Health Education > **SubSubject:**
 General >

Abbreviated Title: M/J HEALTH/CP GR 8Y

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 8

Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)

M/J Health Grade 6 Semester (#0800030) 2018 - 2022 (current)

Course Standards

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

Name	Description
HE.6.B.3.1:	Examine the validity of health information, and determine the cost of health products, and services. Clarifications: Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. Clarifications: Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.3.4:	Describe situations when professional health services may be required. Clarifications: Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Clarifications: Role playing, short stories, and open-ended scenarios.
HE.6.B.4.2:	Practice refusal skills and negotiation skills to reduce health risks. Clarifications: Assertiveness, compromising, and use of "I" messages.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. Clarifications: Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4:	Compile ways to ask for assistance to enhance the health of self and others. Clarifications: Verbalize, write, and ask others for help.
HE.6.B.5.1:	Investigate health-related situations that require the application of a thoughtful decision-making process. Clarifications: Peer pressure, exposure to unsupervised firearms, and tobacco use.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Not smoking, limiting sedentary activity, and practicing good character.
HE.6.B.5.3:	Specify the potential outcomes of each option when making a health-related decision. Clarifications: Physical, social, emotional, financial, and legal consequences, and emergency preparedness.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making. Clarifications: Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
HE.6.B.5.5:	Predict the potential outcomes of a health-related decision. Clarifications: Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
HE.6.B.6.1:	Use various methods to measure personal health status. Clarifications: BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.
HE.6.B.6.2:	Develop an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.
HE.6.B.6.3:	Determine strategies and skills needed to attain a personal health goal. Clarifications: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.
HE.6.B.6.4:	Monitor progress toward attaining a personal health goal. Clarifications: Checklist, diary, log, computer software, and websites.
HE.6.C.1.2:	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Clarifications: Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.

	Identify environmental factors that affect personal health.
HE.6.C.1.3:	Clarifications: Air and water quality, availability of sidewalks, contaminated food, and road hazards.
	Identify health problems and concerns common to adolescents including reproductive development.
HE.6.C.1.4:	Clarifications: Acne, eating disorders, suicide/depression, and puberty.
	Explain how body systems are impacted by hereditary factors and infectious agents.
HE.6.C.1.5:	Clarifications: Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.
	Examine how appropriate health care can promote personal health.
HE.6.C.1.6:	Clarifications: Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.
	Recognize how heredity can affect personal health.
HE.6.C.1.7:	Clarifications: Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.
	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.6.C.1.8:	Clarifications: Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.
	Examine how family influences the health of adolescents.
HE.6.C.2.1:	Clarifications: Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.
	Examine how peers influence the health of adolescents.
HE.6.C.2.2:	Clarifications: Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
	Identify the impact of health information conveyed to students by the school and community.
HE.6.C.2.3:	Clarifications: First-aid education program, refusal-skills practice, and healthy body composition: BMI.
	Investigate school and public health policies that influence health promotion and disease prevention.
HE.6.C.2.4:	Clarifications: Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
	Examine how media influences peer and community health behaviors.
HE.6.C.2.5:	Clarifications: Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
	Propose ways that technology can influence peer and community health behaviors.
HE.6.C.2.6:	Clarifications: Internet social media/networking sites, heart-rate monitors, and cross-walk signals.
	Investigate cultural changes related to health beliefs and behaviors.
HE.6.C.2.7:	Clarifications: School breakfast programs, fast-food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.
	Determine how social norms may impact healthy and unhealthy behavior.
HE.6.C.2.8:	Clarifications: Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.
	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.6.C.2.9:	Clarifications: Curiosity, interests, fears, likes, and dislikes.
	Explain the importance of assuming responsibility for personal-health behaviors.
HE.6.P.7.1:	Clarifications: Medical/dental checkups, resisting peer pressure, and healthy relationships.
	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.6.P.7.2:	Clarifications: Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
	Practice how to influence and support others when making positive health choices.
HE.6.P.8.1:	Clarifications: Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.
	State a health-enhancing position on a topic and support it with accurate information.
HE.6.P.8.2:	Clarifications: Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.
	Work cooperatively to advocate for healthy individuals, families, and schools.

HE.6.P.8.3:	Clarifications: Media campaigns, posters, skits, and PSAs.
	Identify ways health messages and communication techniques can be targeted for different audiences.
HE.6.P.8.4:	Clarifications: Surveys, advertisements, music, and clothing.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
	Write arguments to support claims with clear reasons and relevant evidence.
LAFS.6.W.1.1:	<ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
MAFS.6.SP.1.1:	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, <i>"How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>
MAFS.6.SP.1.2:	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This course focuses on the comprehensive health issues core to the optimal development of adolescents.†

The content should include, but is not limited to, the following:†

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, grief, loss and depression) †
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS) †
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)†
- Family life (risk reduction behaviors, cultures, daily routines and rules)
- Personal health (adolescence, communication skills, wellness, coping skills, social relationships and reproductive health) †
- Nutrition (weight management, fitness plan, eating disorders, and BMI) †
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED) †
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)†
- Community health (local health organizations, technology, resources, and services) †
- Environmental health (adverse health effects, chemicals toxins and pollutants) †
- Consumer health (advertising, media influence, products and services)†
- Teen dating violence (dating, abuse and violence)

Instructional Practices

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0800030

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Health Education > SubSubject:
General >

Abbreviated Title: M/J HEALTH GR 6S

Course Length: Semester (S)

Course Level: 2

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 6

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

M/J Health Grade 6 Semester and Career Planning (#0800035) 2020 - 2022 (current)

Course Standards

Name	Description
HE.6.B.3.1:	Examine the validity of health information, and determine the cost of health products, and services. Clarifications: Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. Clarifications: Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.3.4:	Describe situations when professional health services may be required. Clarifications: Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Clarifications: Role playing, short stories, and open-ended scenarios.
HE.6.B.4.2:	Practice refusal skills and negotiation skills to reduce health risks. Clarifications: Assertiveness, compromising, and use of "I" messages.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. Clarifications: Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4:	Compile ways to ask for assistance to enhance the health of self and others. Clarifications: Verbalize, write, and ask others for help.
HE.6.B.5.1:	Investigate health-related situations that require the application of a thoughtful decision-making process. Clarifications: Peer pressure, exposure to unsupervised firearms, and tobacco use.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Not smoking, limiting sedentary activity, and practicing good character.
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HE.6.B.6.2:	Develop an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.
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HE.6.B.6.4:	Monitor progress toward attaining a personal health goal. Clarifications: Checklist, diary, log, computer software, and websites.
	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.

HE.6.C.1.2:	Clarifications: Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.
	Identify environmental factors that affect personal health.
HE.6.C.1.3:	Clarifications: Air and water quality, availability of sidewalks, contaminated food, and road hazards.
	Identify health problems and concerns common to adolescents including reproductive development.
HE.6.C.1.4:	Clarifications: Acne, eating disorders, suicide/depression, and puberty.
	Explain how body systems are impacted by hereditary factors and infectious agents.
HE.6.C.1.5:	Clarifications: Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.
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HE.6.C.1.6:	Clarifications: Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.
	Recognize how heredity can affect personal health.
HE.6.C.1.7:	Clarifications: Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.
	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.6.C.1.8:	Clarifications: Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.
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	Examine how peers influence the health of adolescents.
HE.6.C.2.2:	Clarifications: Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
	Identify the impact of health information conveyed to students by the school and community.
HE.6.C.2.3:	Clarifications: First-aid education program, refusal-skills practice, and healthy body composition: BMI.
	Investigate school and public health policies that influence health promotion and disease prevention.
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	Explain the importance of assuming responsibility for personal-health behaviors.
HE.6.P.7.1:	Clarifications: Medical/dental checkups, resisting peer pressure, and healthy relationships.
	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.6.P.7.2:	Clarifications: Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
	Practice how to influence and support others when making positive health choices.
HE.6.P.8.1:	Clarifications: Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.
	State a health-enhancing position on a topic and support it with accurate information.
HE.6.P.8.2:	Clarifications: Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.

	Work cooperatively to advocate for healthy individuals, families, and schools.
HE.6.P.8.3:	Clarifications: Media campaigns, posters, skits, and PSAs.
	Identify ways health messages and communication techniques can be targeted for different audiences.
HE.6.P.8.4:	Clarifications: Surveys, advertisements, music, and clothing.
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LAFS.6.W.1.1:	<ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
MAFS.6.SP.1.1:	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, <i>"How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>
MAFS.6.SP.1.2:	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This course focuses on the comprehensive health issues core to the optimal development of adolescents.†

The content should include, but is not limited to, the following:†

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, grief, loss and depression) †
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- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)†
- Family life (risk reduction behaviors, cultures, daily routines and rules)
- Personal health (adolescence, communication skills, wellness, coping skills, social relationships and reproductive health) †
- Nutrition (weight management, fitness plan, eating disorders, and BMI) †
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED) †
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)†
- Community health (local health organizations, technology, resources, and services) †
- Environmental health (adverse health effects, chemicals toxins and pollutants) †
- Consumer health (advertising, media influence, products and services)†
- Teen dating violence (dating, abuse and violence)

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

Instructional Practices

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

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

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0800035

Course Path: **Section:** Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** Health Education > **SubSubject:**
 General >

Abbreviated Title: M/J HEALTH GR 6S CP

Course Length: Semester (S)

Course Level: 2

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 6

Educator Certifications

Health (Elementary and Secondary Grades K-12)

Health Education (Secondary Grades 7-12)

M/J Health Grade 7 Semester (#0800040) 2018 - 2022 (current)

Course Standards

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

Name	Description
HE.7.B.3.1:	Analyze the validity of health information, products, and services. Clarifications: Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.
HE.7.B.3.3:	Compare a variety of technologies to gather health information. Clarifications: WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
HE.7.B.3.4:	Differentiate among professional health services that may be required. Clarifications: Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.
HE.7.B.4.1:	Apply effective communication skills when interacting with others to enhance health. Clarifications: Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
HE.7.B.4.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Clarifications: Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. Clarifications: Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.4.4:	Demonstrate how to ask for assistance to enhance the health of self and others. Clarifications: "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
HE.7.B.5.2:	Select healthy alternatives over unhealthy alternatives when making a decision. Clarifications: Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.
HE.7.B.5.4:	Determine when individual or collaborative decision-making is appropriate. Clarifications: Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?
HE.7.B.5.5:	Predict the short and long-term consequences of engaging in health-risk behaviors. Clarifications: Driving under the influence, lack of exercise, and poor diet.
HE.7.B.6.1:	Analyze personal beliefs as they relate to health practices. Clarifications: Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.
HE.7.B.6.2:	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice. Clarifications: Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.
HE.7.B.6.3:	Explain strategies and skills needed to assess progress and maintenance of a personal health goal. Clarifications: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.
HE.7.C.1.1:	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. Clarifications: Teen pregnancy, caloric balance, time management, and conflict resolution.
HE.7.C.1.2:	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Clarifications: Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.
HE.7.C.1.3:	Analyze how environmental factors affect personal health. Clarifications: Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. Clarifications: Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

	Classify infectious agents and their modes of transmission to the human body.
HE.7.C.1.5:	Clarifications: HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.
	Explain how appropriate health care can promote personal health.
HE.7.C.1.6:	Clarifications: Registered dietitian to plan healthy meals, asthma action plan, and immunization.
	Describe how heredity can affect personal health.
HE.7.C.1.7:	Clarifications: Sickle-cell anemia, diabetes, and acne.
	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.7.C.1.8:	Clarifications: Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.
	Examine how family health behaviors influence health of adolescents.
HE.7.C.2.1:	Clarifications: Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.
	Examine how peers may influence the health behaviors of adolescents.
HE.7.C.2.2:	Clarifications: Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.
	Examine how the school and community may influence the health behaviors of adolescents.
HE.7.C.2.3:	Clarifications: Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.
	Analyze how messages from media influence health behaviors.
HE.7.C.2.5:	Clarifications: Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.
	Evaluate the influence of technology in locating valid health information.
HE.7.C.2.6:	Clarifications: Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.
	Determine how cultural changes related to health beliefs and behaviors impact personal health.
HE.7.C.2.7:	Clarifications: Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of emergency response.
	Evaluate how changes in social norms impact healthy and unhealthy behavior.
HE.7.C.2.8:	Clarifications: Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.
	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.7.C.2.9:	Clarifications: Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.
	Examine the importance of assuming responsibility for personal-health behaviors.
HE.7.P.7.1:	Clarifications: Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.
	Experiment with behaviors that will maintain or improve personal health and reduce health risks.
HE.7.P.7.2:	Clarifications: Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.
	Utilize the influence of others to promote positive health choices.
HE.7.P.8.1:	Clarifications: Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.
	Articulate a position on a health-related issue and support it with accurate health information.
HE.7.P.8.2:	Clarifications: Bullying prevention, Internet safety, and nutritional choices.
	Work cooperatively to advocate for healthy individuals, peers, and families.
HE.7.P.8.3:	Clarifications: Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.
	Analyze ways health messages can target different audiences.
HE.7.P.8.4:	Clarifications: Print media, broadcast media, billboards, and Internet resources.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.7.SP.1.1:	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.†

The content should include, but is not limited to, the following:†

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, coping skills and depression)†
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS) †
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)†
- Family life (cultures, daily routines and rules)
- Personal health (risk reduction behaviors, communication skills, social relationships, wellness, and reproductive health) †
- Nutrition (weight management, fitness plan, eating disorders, and BMI) †
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED) †
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)†
- Community health (local health organizations, technology, resources, and services) †
- Environmental health (adverse health effects, chemicals toxins and pollutants) †
- Consumer health (advertising, media influence, products and services)†
- Teen dating violence (dating, media, abuse and violence)

Instructional Practices

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0800040

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >
Abbreviated Title: M/J HEALTH GR 7S
Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 7

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

M/J Health Grade 8 Semester (#0800050) 2018 - 2022 (current)

Course Standards

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

Name	Description
HE.8.B.3.1:	Analyze valid and reliable health services and the cost of products. Clarifications: Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.
HE.8.B.3.2:	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health. Clarifications: Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.
HE.8.B.3.3:	Recommend a variety of technologies to gather health information. Clarifications: Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.
HE.8.B.3.4:	Determine situations when specific professional health services or providers may be required. Clarifications: Head injuries, infections, depression, and abuse.
HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. Clarifications: Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. Clarifications: Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.4.4:	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
HE.8.B.5.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. Clarifications: Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
HE.8.B.5.2:	Categorize healthy and unhealthy alternatives to health-related issues or problems. Clarifications: (Alcohol consumption, sleep requirements, physical activity, and time management.)
HE.8.B.5.3:	Compile the potential outcomes of each option when making a health-related decision. Clarifications: Consequences: injury, addiction, and legal, social, sexual, and financial.
HE.8.B.5.4:	Distinguish when individual or collaborative decision-making is appropriate. Clarifications: Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.
HE.8.B.5.5:	Evaluate the outcomes of a health-related decision. Clarifications: Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.
HE.8.B.6.1:	Assess personal health practices. Clarifications: Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.
HE.8.B.6.2:	Design an individual goal to adopt, maintain, or improve a personal health practice. Clarifications: Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.
HE.8.B.6.3:	Apply strategies and skills needed to attain a personal health goal. Clarifications: Physical activity, nutrition modification, and anger management.
HE.8.B.6.4:	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. Clarifications: Weight reduction, cost of healthier food, availability of exercise equipment, and general health.
	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.

HE.8.C.1.2:	Clarifications: Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
	Predict how environmental factors affect personal health.
HE.8.C.1.3:	Clarifications: Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.
	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.C.1.4:	Clarifications: Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.
	Identify major chronic diseases that impact human body systems.
HE.8.C.1.5:	Clarifications: Cancer, hypertension and coronary artery disease, asthma, and diabetes.
	Analyze how appropriate health care can promote personal health.
HE.8.C.1.6:	Clarifications: Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.
	Explore how heredity and family history can affect personal health.
HE.8.C.1.7:	Clarifications: Sickle-cell anemia, heart disease, diabetes, and mental health.
	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.8.C.1.8:	Clarifications: Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.
	Assess the role of family health beliefs on the health of adolescents.
HE.8.C.2.1:	Clarifications: Alternative medical care, family religious beliefs, and importance of physical activity.
	Assess how the health beliefs of peers may influence adolescent health.
HE.8.C.2.2:	Clarifications: Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.
	Analyze how the school and community may influence adolescent health.
HE.8.C.2.3:	Clarifications: Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.
	Critique school and public health policies that influence health promotion and disease prevention.
HE.8.C.2.4:	Clarifications: Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.
	Research marketing strategies behind health-related media messages.
HE.8.C.2.5:	Clarifications: Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
	Analyze the influence of technology on personal and family health.
HE.8.C.2.6:	Clarifications: TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.
	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.C.2.7:	Clarifications: Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.
	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.C.2.8:	Clarifications: Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are "normal."
	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.8.C.2.9:	Clarifications: Social conformity, desires, and impulses.
	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.
HE.8.P.7.1:	Clarifications: Sexual abstinence, skin care, and drug abuse.
	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.8.P.7.2:	Clarifications: Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
	Promote positive health choices with the influence and support of others.
HE.8.P.8.1:	Clarifications: Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.
	Justify a health-enhancing position on a topic and support it with accurate information.
HE.8.P.8.2:	Clarifications: Abstinence from unhealthy behaviors, gun-safety laws, legal- age limits, bullying laws, and zero tolerance.

	Work cooperatively to advocate for healthy individuals, peers, families, and schools.
HE.8.P.8.3:	Clarifications: Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.
	Evaluate ways health messages and communication techniques can be targeted for different audiences.
HE.8.P.8.4:	Clarifications: Advertising, social media campaign, and health fairs.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to become healthy, productive citizens. This comprehensive course focuses on the development of positive life-long knowledge, attitudes, and behaviors, which promote an active and healthy lifestyle.

The content should include, but is not limited to:†

- **Mental and emotional health** (personal health care, screenings, counseling, negotiation skills, bullying, coping skills and depression) †
- **Prevention and control of disease** (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS) †
- **Consumer health** (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)†
- **Family life** (cultures, daily routines and rules)
- **Personal health** (risk reduction behaviors, communication skills, social relationships, wellness, and reproductive health) †
- **Nutrition** (weight management, fitness plan, eating disorders, and BMI) †
- **Internet safety** (security, threats, media, cyber-bullying parental controls, and monitoring)
- **Injury prevention and safety** (rules, bullying, water safety, weapons safety, and first aid/CPR/AED) †
- **Substance use and abuse** (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)†
- **Community health** (local health organizations, technology, resources, and services) †
- **Environmental health** (adverse health effects, chemicals toxins and pollutants) †
- **Consumer health** (advertising, media influence, products and services)†
- **Teen dating violence** (dating, media, abuse and violence)

Instructional Practices

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0800050

Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: M/J HEALTH GR 8S

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

M/J Health Transfer (#0800220) 2015 - 2022 (current)

Course Standards

Name	Description
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0800220

Course Type: Transfer Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >

Abbreviated Title: M/J HEALTH TRAN

Course Length: Year (Y)

Course Level: 2

Health 1-Life Management Skills (#0800300) 2015 - 2022 (current)

Course Standards

Name	Description
HE.912.B.3.2:	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Clarifications: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.4:	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Clarifications: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
HE.912.B.6.2:	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Clarifications: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
HE.912.B.6.3:	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Clarifications: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
	<p>Formulate an effective long-term personal health plan.</p>

HE.912.B.6.4:	Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
	Predict how healthy behaviors can affect health status.
HE.912.C.1.1:	Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
HE.912.C.1.2:	Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
	Evaluate how environment and personal health are interrelated.
HE.912.C.1.3:	Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.4:	Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.1.5:	Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
	Evaluate the relationship between access to health care and health status.
HE.912.C.1.6:	Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
	Analyze how heredity and family history can impact personal health.
HE.912.C.1.7:	Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8:	Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
	Analyze how the family influences the health of individuals.
HE.912.C.2.1:	Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.
	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.2:	Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.3:	Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.4:	Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
	Evaluate the effect of media on personal and family health.
HE.912.C.2.5:	Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.6:	Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.
	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.7:	Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.8:	Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.C.2.9:	Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.

HE.912.P.7.1:	Analyze the role of individual responsibility in enhancing health. Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
HE.912.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message. Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
HE.912.P.8.3:	Work cooperatively as an advocate for improving personal, family, and community health. Clarifications: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.
HE.912.P.8.4:	Adapt health messages and communication techniques to a specific target audience. Clarifications: Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to produce health literate students that make sound decisions and take positive actions for healthy and effective living. The course is wellness oriented and emphasizes responsible decision-making and planning for a healthy lifestyle.

GENERAL NOTES

The content should include, but is not limited to, the following:

- Family life
- Personal health (wellness planning, decision-making, goal-setting, prevention of child abuse and neglect)
- Internet safety
- Mental and emotional health (prevention of depression interpersonal, coping skills and suicide)
- Nutrition (physical activity and wellness)
- Substance use and abuse (tobacco, alcohol, and other drug use and abuse)
- Injury prevention and safety (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying)
- Personal health (human sexuality, including abstinence from sexual activity, and teen pregnancy prevention)
- Prevention and control of disease (including HIV/AIDS and other STIs)

- Community and consumer health (resources and advocacy)
- Teen dating violence (abuse prevention)

Special Notes:

Instructional Practices

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0800300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Number of Credits: Half credit (.5)

Abbreviated Title: HEALTH1-LIF MGMT SKL

Course Type: Elective Course

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

Course Level: 2

Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

Family and Consumer Science (Grades 6-12)

Health 2-Personal Health (#0800310) 2015 - 2022 (current)

Course Standards

Name	Description
HE.912.B.3.1:	<p>Verify the validity of health information, products, and services.</p> <p>Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
HE.912.B.3.2:	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Clarifications: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.4:	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Clarifications: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
HE.912.B.6.2:	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Clarifications: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
HE.912.B.6.3:	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Clarifications: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>

HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p> <p>Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
HE.912.C.1.5:	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
HE.912.C.1.6:	<p>Evaluate the relationship between access to health care and health status.</p> <p>Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
HE.912.C.1.7:	<p>Analyze how heredity and family history can impact personal health.</p> <p>Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
HE.912.C.1.8:	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
HE.912.C.2.1:	<p>Analyze how the family influences the health of individuals.</p> <p>Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
HE.912.C.2.2:	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
HE.912.C.2.3:	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p>Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
HE.912.C.2.6:	<p>Evaluate the impact of technology on personal, family, and community health.</p> <p>Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
HE.912.C.2.7:	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
HE.912.C.2.8:	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
HE.912.C.2.9:	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
HE.912.P.7.1:	<p>Analyze the role of individual responsibility in enhancing health.</p> <p>Clarifications:</p>

	Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
HE.912.P.8.3:	Work cooperatively as an advocate for improving personal, family, and community health. Clarifications: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide an in-depth study of the principles of personal health maintenance. Wellness promotion for self and others will be emphasized along with responsible decision-making and planning for a healthy lifestyle.

GENERAL NOTES

The purpose of this course is to provide an in-depth study of the principles of personal health maintenance. Wellness promotion for self and others will be emphasized along with responsible decision-making and planning for a healthy lifestyle.

The content should include, but is not limited to, the following:

- Nutrition (wellness)
- Family life (roles and relationships of family members)
- Personal health (health issues related to stages of life)
- Mental and emotional health
- Environmental health
- Consumer health (health careers)
- Community health (health care systems)
- Mental and emotional health (positive emotional development, including the prevention of suicide)
- Prevention and control of disease (current and emerging diseases and disorders)
- Injury prevention and safety (personal safety)

Special Notes:

Instructional Practices

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

<p>Course Number: 0800310</p> <p>Number of Credits: Half credit (.5)</p> <p>Course Type: Elective Course</p> <p>Course Status: Draft - Course Pending Approval</p> <p>Grade Level(s): 9,10,11,12</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Health Education > SubSubject: General > Abbreviated Title: HEALTH 2-PER HEALTH Course Length: Semester (S) Course Level: 2</p>
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Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)

First Aid and Safety (#0800320) 2015 - 2022 (current)

Course Standards

Name	Description
HE.912.B.3.1:	<p>Verify the validity of health information, products, and services.</p> <p>Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
HE.912.B.3.2:	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Clarifications: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
HE.912.C.1.6:	<p>Evaluate the relationship between access to health care and health status.</p> <p>Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
HE.912.C.1.8:	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
HE.912.C.2.1:	<p>Analyze how the family influences the health of individuals.</p> <p>Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
HE.912.C.2.2:	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
HE.912.C.2.3:	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
HE.912.C.2.6:	<p>Evaluate the impact of technology on personal, family, and community health.</p> <p>Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local</p>

	211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.
HE.912.C.2.8:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
HE.912.P.7.1:	Analyze the role of individual responsibility in enhancing health. Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
HE.912.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message. Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
HE.912.P.8.3:	Work cooperatively as an advocate for improving personal, family, and community health. Clarifications: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.
HE.912.P.8.4:	Adapt health messages and communication techniques to a specific target audience. Clarifications: Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-CP.1.5:	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer. ★

General Course Information and Notes

VERSION DESCRIPTION

This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention.

GENERAL NOTES

The content should include, but is not limited to, the following:

- **Injury prevention and safety**
 - Safety promotion
 - First aid procedures
 - Adult, child, and infant CPR, and AED procedures
 - Disaster preparedness
- **Environmental health** (community resources and services)
- **Community health and consumer health** (career and public service opportunities)

Special Notes:

Instructional Practices

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

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Certified Cardiopulmonary Resuscitation (CPR) Instructor by American Heart Association or American Red Cross.

GENERAL INFORMATION

Course Number: 0800320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Number of Credits: Half credit (.5)

Abbreviated Title: FIRST AID SAFETY

Course Type: Elective Course

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

Course Level: 2

Grade Level(s): 9,10,11,12

Personal, Social, and Family Relationships (#0800330) 2015

- 2022 (current)

Course Standards

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

Name	Description
HE.912.B.3.1:	<p>Verify the validity of health information, products, and services.</p> <p>Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
HE.912.B.3.2:	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Clarifications: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.4:	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Clarifications: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury</p>

	prevention, and first-aid responder's safety practices.
HE.912.B.6.3:	Implement strategies and monitor progress in achieving a personal health goal. Clarifications: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.1.5:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
HE.912.C.1.6:	Evaluate the relationship between access to health care and health status. Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health. Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.3:	Assess how the school and community can affect personal health practice and behaviors. Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

HE.912.C.2.8:	Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.C.2.9:	Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.
	Analyze the role of individual responsibility in enhancing health.
HE.912.P.7.1:	Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.1:	Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.8.2:	Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
	Work cooperatively as an advocate for improving personal, family, and community health.
HE.912.P.8.3:	Clarifications: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to develop advanced knowledge and skills that promote positive social and emotional interactions and relationships. The content includes in-depth study of basic human needs, self-awareness and acceptance.

The content should include, but is not limited to, the following:

- **Teen dating violence**
- **Mental and emotional health** (stress management, coping skills, suicide prevention, conflict-resolution, peer mediation, and negotiation skills)
- **Family life** (family dynamics, parenting skills, prevention of child abuse and neglect)
- **Community health** (health-related community resources)
- **Internet Safety**
- **Prevention and control of disease** (HIV/AIDS and other STIs)
- **Personal health** (human growth and development through adulthood including human sexuality, abstinence from sexual activity, and teen pregnancy prevention, responsible decision-making and goal-setting)

Special Notes:

Instructional Practices

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

<p>Course Number: 0800330</p> <p>Number of Credits: Half credit (.5)</p> <p>Course Type: Elective Course</p> <p>Course Status: Draft - Course Pending Approval</p> <p>Grade Level(s): 9,10,11,12</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Health Education > SubSubject: General ></p> <p>Abbreviated Title: PERSON SOC FAM RLSH</p> <p>Course Length: Semester (S)</p> <p>Course Level: 2</p>
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Educator Certifications

Health Education (Secondary Grades 7-12)
Guidance & Counseling (Preschool-Secondary PK-12)
Psychology (Grades 6-12)
Health (Elementary and Secondary Grades K-12)

Adolescent Health Problems (#0800350) 2015 - 2022 (current)

Course Standards

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

Name	Description
HE.912.B.3.1:	Verify the validity of health information, products, and services. Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.3.4:	Justify when professional health services or providers may be required. Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
HE.912.B.5.2:	Generate alternatives to health-related issues or problems. Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.
HE.912.B.5.3:	Appraise the potential short-term and long-term outcomes of each alternative on self and others. Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
HE.912.B.5.4:	Assess whether individual or collaborative decision making is needed to make a healthy decision. Clarifications: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision making. Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.
HE.912.B.6.1:	Evaluate personal health practices and overall health status to include all dimensions of health. Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.
HE.912.B.6.2:	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. Clarifications: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.
HE.912.B.6.3:	Implement strategies and monitor progress in achieving a personal health goal. Clarifications: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic

	expectations, using rewards, getting support, and wellness promotion.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.1.5:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.3:	Assess how the school and community can affect personal health practice and behaviors. Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
HE.912.C.2.8:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
HE.912.C.2.9:	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.

HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
HE.912.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message. Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

GENERAL NOTES

This course provides students with opportunities for investigation and self-assessment of selected adolescent health problems. This course should incorporate individual, small group, and large group study.

The content should include, but is not limited to, the following:

- **Family life** (parenting skills and care-giving)
- **Personal health** (wellness planning, decision-making, hygiene, human growth and development, goal-setting, prevention of child abuse and neglect)
- **Internet safety**
- **Mental and emotional health** (prevention of depression interpersonal, risk-taking and self-defeating, coping skills and suicide)
- **Nutrition** (physical activity and wellness)
- **Substance use and abuse** (tobacco, alcohol, and other drug use and abuse)
- **Injury prevention and safety** (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying)
- **Prevention and control of disease** (including HIV/AIDS and other STIs)
- **Community and consumer health** (resources and advocacy)
- **Teen dating violence** (abuse prevention)

Special Notes:

Instructional Practices

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

GENERAL INFORMATION

Course Number: 0800350

Course Path: **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Number of Credits: Half credit (.5)

Abbreviated Title: ADOL HEALTH PROBL

Course Type: Elective Course

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

Course Level: 2

Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

Health Explorations Honors (#0800360) 2015 - 2022 (current)

Course Standards

Name	Description
HE.912.B.3.1:	<p>Verify the validity of health information, products, and services.</p> <p>Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
HE.912.B.3.2:	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Clarifications: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.4:	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Clarifications: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
HE.912.B.6.2:	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Clarifications: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
HE.912.B.6.3:	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Clarifications: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.5:	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Clarifications:</p>

	Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
HE.912.C.1.6:	Evaluate the relationship between access to health care and health status. Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health. Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.3:	Assess how the school and community can affect personal health practice and behaviors. Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
HE.912.C.2.9:	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
HE.912.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message. Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
HE.912.P.8.3:	Work cooperatively as an advocate for improving personal, family, and community health. Clarifications: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is for students to apply health-related research practices. Experiences include discourses in major health problems in society, modern health practices, current scientific findings related to human diseases and disorders, collection, analysis and evaluation of health information, health advocacy trends, and health career investigations.

GENERAL NOTES

The content should include, but is not limited to, the following:

- **Family life** (family dynamics, parenting skills, prevention of child abuse and neglect)
- **Community and Consumer health** (health-related community resources, health careers and evaluate health information)
- **Prevention and control of disease** (communicable and non communicable diseases, HIV/AIDS and other STIs)
- **Personal health** (interrelationships of body systems, human growth and development through adulthood, abstinence from sexual activity, and teen pregnancy prevention, responsible decision-making, advocacy skills and goal-setting)

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Special Notes:

Instructional Practices

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence). Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 0800360

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Number of Credits: Half credit (.5)

Abbreviated Title: HEALTH EXPLOS HON

Course Type: Elective Course

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

Course Level: 3

Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

Parenting 1 (#0800370) 2015 - 2022 (current)

Course Standards

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

Name	Description
HE.912.B.3.1:	<p>Verify the validity of health information, products, and services.</p> <p>Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
HE.912.B.3.2:	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Clarifications: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p> <p>Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather,</p>

	air, and water conditions.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.1.5:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
HE.912.C.1.6:	Evaluate the relationship between access to health care and health status. Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health. Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.3:	Assess how the school and community can affect personal health practice and behaviors. Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
HE.912.C.2.8:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
HE.912.C.2.9:	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.
HE.912.P.7.1:	Analyze the role of individual responsibility in enhancing health. Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the

LAFS.910.L.3.6:	college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

GENERAL NOTES

This course provides students with skills and information to enable them to care for and nurture the infant child. Emphasis is placed on child safety, nutrition, and growth and development. Additional content includes care of the sick or injured child, parental rights and responsibilities, consumer skills, and building positive family relationships.

The content should include, but is not limited to, the following:

- **Family life**
- **Personal health**
- **Internet safety**
- **Mental and emotional health**
- **Nutrition**
- **Injury prevention and safety**
- **Personal health**
- **Prevention and control of disease**
- **Community and consumer health**

Special Notes:

Instructional Practices

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0800370

Number of Credits: Half credit (.5)

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Health Education >

SubSubject: General >

Abbreviated Title: PARENTING 1

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

Family and Consumer Science (Grades 6-12)

Parenting 2 (#0800380) 2015 - 2022 (current)

Course Standards

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

Name	Description
HE.912.B.3.1:	Verify the validity of health information, products, and services. Clarifications: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
HE.912.B.5.2:	Generate alternatives to health-related issues or problems. Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.
HE.912.B.5.3:	Appraise the potential short-term and long-term outcomes of each alternative on self and others. Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision making. Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.1.5:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.

HE.912.C.1.6:	Evaluate the relationship between access to health care and health status. Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health. Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.3:	Assess how the school and community can affect personal health practice and behaviors. Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
HE.912.C.2.8:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
HE.912.C.2.9:	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.
HE.912.P.7.1:	Analyze the role of individual responsibility in enhancing health. Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of

LAFS.910.SL.1.1:	alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

GENERAL NOTES

This course provides students with skills and information to enable them to care for and nurture the toddler and pre school-age child. Emphases are placed on child safety, nutrition, and growth and development. Additional content includes care of the sick or injured child, parental rights and responsibilities, consumer skills, and building positive family relationships.

The content should include, but is not limited to, the following:

- Family life
- Personal health
- Internet safety
- Mental and emotional health
- Nutrition
- Injury prevention and safety
- Personal health
- Prevention and control of disease
- Community and consumer health

Special Notes:

Instructional Practices

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0800380	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Health Education > SubSubject: General >
Number of Credits: Half credit (.5)	Abbreviated Title: PARENTING 2
Course Type: Elective Course	Course Length: Semester (S)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

Family and Consumer Science (Grades 6-12)

Health for Expectant Parents (#0800390) 2015 - 2022 (current)

Course Standards

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

Name	Description
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Clarifications: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Clarifications: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Clarifications: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
HE.912.B.6.2:	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Clarifications: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
HE.912.B.6.3:	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Clarifications: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
	<p>Evaluate how environment and personal health are interrelated.</p>

HE.912.C.1.3:	<p>Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.4:	<p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.C.1.5:	<p>Clarifications: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
	Evaluate the relationship between access to health care and health status.
HE.912.C.1.6:	<p>Clarifications: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
	Analyze how heredity and family history can impact personal health.
HE.912.C.1.7:	<p>Clarifications: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.C.1.8:	<p>Clarifications: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
	Analyze how the family influences the health of individuals.
HE.912.C.2.1:	<p>Clarifications: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.2:	<p>Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.3:	<p>Clarifications: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.</p>
	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.4:	<p>Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
	Evaluate the effect of media on personal and family health.
HE.912.C.2.5:	<p>Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
	Evaluate the impact of technology on personal, family, and community health.
HE.912.C.2.6:	<p>Clarifications: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.7:	<p>Clarifications: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.C.2.8:	<p>Clarifications: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.C.2.9:	<p>Clarifications: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
	Analyze the role of individual responsibility in enhancing health.
HE.912.P.7.1:	<p>Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
HE.912.P.7.2:	<p>Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
	Demonstrate how to influence and support others in making positive health choices.
HE.912.P.8.1:	<p>Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>

	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.8.2:	Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to develop knowledge and skills that promote a healthy baby, mother, and family. Emphasis is placed on human reproduction, fetal growth and development, physical changes during pregnancy, health care and nutrition for the expectant mother, the birth process, decision making, and family planning.

The content should include, but is not limited to, the following:

- Human reproduction
- Stages of fetal development
- Stages of physical, social, cognitive, and emotional development of an infant
- Physical and emotional development and care of expectant mother
- Birth process
- Pre and post natal care
- Disease prevention and control of common illnesses affecting mother and fetus
- Healthy lifestyle of family
- Family planning and care giving
- Parenting skills including prevention of child abuse, neglect, and infant mortality
- Family relationships including parental rights and responsibilities
- Communication, interpersonal and coping skills
- Responsible decision-making and goal-setting
- Health-related community resources
- Consumer skills

Instructional Practices

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0800390

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Health Education >
SubSubject: General >

Number of Credits: Half credit (.5)

Abbreviated Title: HEALTH EXPER PARENTS

Course Type: Elective Course

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

Course Level: 2

Grade Level(s): 9,10,11,12

Educator Certifications

Health Education (Secondary Grades 7-12)

Health (Elementary and Secondary Grades K-12)

Family and Consumer Science (Grades 6-12)

Health Transfer (#0800990) 2015 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0800990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General > **Abbreviated Title:** HEALTH TRAN

Course Type: Transfer Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Health - Kindergarten (#5008020) 2014 - 2022 (current)

Course Standards

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

Name	Description
HE.K.B.3.1:	Recognize warning labels and signs on hazardous products and places. Clarifications: Poison symbol, universal symbol for "no," and crosswalk signals.
HE.K.B.3.2:	Recognize school and community health helpers. Clarifications: Fire, police, medical, and school personnel.
HE.K.B.4.1:	Recognize healthy ways to express needs, wants, and feelings. Clarifications: How to share objects and time, how to be an effective family member, and how to use manners.
HE.K.B.4.2:	Demonstrate listening skills to enhance health. Clarifications: Using manners, asking questions, and looking at the speaker.
HE.K.B.4.3:	Identify the appropriate responses to unwanted and threatening situations. Clarifications: Tell a trusted adult, police officer, and/or parent; seek safety and run for help.
HE.K.B.5.1:	Name situations when a health-related decision can be made individually or when assistance is needed. Clarifications: Recreational water activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene.
HE.K.B.5.2:	Recognize healthy options to health-related issues or problems. Clarifications: Visit the doctor, obey safety rules, and practice emergency preparedness.
HE.K.B.5.3:	Recognize the consequences of not following rules/practices when making healthy and safe decisions. Clarifications: Injury to self and/or others.
HE.K.C.1.1:	Recognize healthy behaviors. Clarifications: Brushing teeth, adequate sleep, and cover mouth for cough and sneeze.
HE.K.C.1.2:	Recognize the physical dimensions of health. Clarifications: Hygiene, exercise, eating habits, and cooperation.
HE.K.C.1.3:	Recognize ways to prevent common communicable diseases. Clarifications: Washing hands, covering mouth to cough and sneeze, and flushing toilets.
HE.K.C.1.4:	Recognize ways to prevent childhood injuries in the home, school, and community settings. Clarifications: Wearing a helmet, wearing flotation devices, demonstrating playground safety, using age- appropriate child restraints, and identifying poisons and other harmful substances.
HE.K.C.1.5:	Recognize there are body parts inside and outside of the body. Clarifications: Brain, muscles, and skin.
HE.K.C.2.1:	Name healthy behaviors that family members should practice. Clarifications: Brushing teeth, staying home when sick, receiving immunizations, sharing family meals, and practicing respectful communication.
HE.K.C.2.2:	Recognize the characteristics of a friend. Clarifications: Honest, caring, and wants to spend time with you.
HE.K.C.2.3:	Identify members of the school and community who support personal-health practices and behaviors. Clarifications: Teachers, counselors, nurses, doctors, fire fighters, police, and Paramedics/EMTs.
HE.K.C.2.4:	Explain the importance of rules to maintain health. Clarifications:

	Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.
HE.K.P.7.1:	Identify healthy practices and behaviors to maintain or improve personal health. Clarifications: Seek a safe environment, seek help, and practice universal precautions.
HE.K.P.8.1:	Help others to make positive health choices. Clarifications: Play outside and wash hands frequently.
LAFS.K.RF.4.4:	Read emergent-reader texts with purpose and understanding.
LAFS.K.RI.1.1:	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RI.1.3:	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LAFS.K.SL.1.1:	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LAFS.K.SL.2.6:	Speak audibly and express thoughts, feelings, and ideas clearly.
LAFS.K.W.1.2:	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LAFS.K.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life.

The content should include, but not be limited to, the following:

- **Core Concepts** (health promotion, eating habits, following rules, body parts and hygiene)
- **Accessing Information** (friends, doctor, nurses, hospitals, clinics, basic first aid, rules, emergency drills, and reliable resources)
- **Internal and External Influences** (trusted adults and warning labels)
- **Interpersonal Communication** (verbal and non-verbal, following rules, trusted adults and refusal skills)
- **Decision Making** (positive or negative health enhancing influences, healthy options and safety practices)
- **Self Management** (safety and precautions)
- **Advocacy** (personal hygiene and following rules)

Instructional Practices

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

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

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

Course Number: 5008020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: HEALTH - K

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K

Educator Certifications

Health (Elementary and Secondary Grades K-12)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Elementary Grades 1-6)
Early Childhood Education (Early Childhood)
Elementary Education (Grades K-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Health - Grade 1 (#5008030) 2015 - 2022 (current)

Course Standards

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

Name	Description
HE.1.B.3.1:	Determine the meaning of warning labels and signs on hazardous products and places. Clarifications: Recognizing warning labels and symbols for poisons, hot stoves, swimming signs, and medications.
HE.1.B.3.2:	Identify trusted adults and professionals who can help promote health. Clarifications: Parent, teacher, coach, counselor, and school nurse.
HE.1.B.4.1:	Identify healthy ways to express needs, wants, and feelings. Clarifications: Reporting aggression, reporting bullying and violence to a trusted adult, and learning how to say "no."
HE.1.B.4.2:	Describe good listening skills to enhance health. Clarifications: Using positive body language, waiting your turn, focusing on the speaker, and asking questions to understand.
HE.1.B.4.3:	Describe ways to respond when in an unwanted, threatening, or dangerous situation. Clarifications: Leave, tell a trusted adult, and say "no."
HE.1.B.5.1:	Describe situations when a health-related decision can be made individually or when assistance is needed. Clarifications: Crossing a street, choosing foods, washing hands, and participating in recreational water activities.
HE.1.B.5.2:	Identify healthy options to health-related issues or problems. Clarifications: Wearing bike helmet, using age-appropriate restraints, and reporting danger.
HE.1.B.5.3:	Explain the consequences of not following rules/practices when making healthy and safe decisions. Clarifications: Tooth decay and environmental damage.
HE.1.C.1.1:	Identify healthy behaviors. Clarifications: Eating breakfast, playing safely on the playground, wearing helmet on bike, and participating in moderate to vigorous physical activity.
HE.1.C.1.2:	Recognize the physical and social dimensions of health. Clarifications: Making friends, respecting others, understanding empathy, and getting adequate sleep.
HE.1.C.1.3:	Describe ways to prevent common communicable diseases. Clarifications: Washing hands, covering mouth to cough and sneeze, get immunized, and do not share food or utensils.
HE.1.C.1.4:	Identify ways to prevent childhood injuries in the home, school, and community settings. Clarifications: Water safety, pedestrian safety, bicycle safety, and appropriate child restraints in vehicles.
HE.1.C.1.5:	Identify the correct names of human body parts. Clarifications: Stomach, intestines, heart, lungs, skin, muscles, and bones.
HE.1.C.1.6:	Identify health-care providers. Clarifications: Doctors, paramedics, and school nurses.
HE.1.C.2.1:	Identify how children learn health behaviors from family and friends. Clarifications: Parents/family encouraging physical activities together, parents/family setting a bedtime, parents/family rules about limiting the amount of screen time, and parents/family celebrations, and attending social gatherings/birthday parties.
HE.1.C.2.2:	Explore the ways that a friend would act in a variety of situations. Clarifications: Is a good listener, doesn't ask you to do anything that would hurt you, and takes turns and shares.
HE.1.C.2.3:	Identify what the school and community do to support personal-health practices and behaviors. Clarifications: Nutrition in school lunches, school and community gardens, fire, weather, and lock-down drills.

HE.1.C.2.4:	Recognize health consequences for not following rules. Clarifications: Injuries, arguments, hurt feelings, and pollution.
HE.1.P.7.1:	Tell about behaviors that avoid or reduce health risks. Clarifications: Swimming with a buddy, stopping and thinking, and following playground rules.
HE.1.P.8.1:	Encourage others to make positive health choices. Clarifications: Use sunscreen, cross the street at marked areas, and select healthy foods.
LAFS.1.RF.4.4:	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.1.RI.1.1:	Ask and answer questions about key details in a text.
LAFS.1.RI.1.3:	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LAFS.1.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
LAFS.1.SL.1.2:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as identify various health/safety influences, positive or negative, including family, friends, school, community, and media.

The content should include, but not be limited to, the following:

- Core Concepts (health behaviors, disease prevention, body parts following rules and safety)
- Accessing Information (family rules, friend behavior, reliable resources and following rules)
- Internal and External Influences (warning labels and trusted adults/professionals)
- Interpersonal Communication (conflict resolution, verbal and non-verbal, active listening and refusal skills)
- Decision Making (positive or negative health enhancing choices, healthy options)
- Self Management (reducing risks)
- Advocacy (positive promotion, school and community rules)

Special Notes:

Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 5008030

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Health Education > SubSubject:

General >

Abbreviated Title: HEALTH - GRADE 1

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 1

Educator Certifications

Health (Elementary and Secondary Grades K-12)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Health - Grade 2 (#5008040) 2015 - 2022 (current)

Course Standards

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

Name	Description
HE.2.B.3.1:	Understand the meaning of warning labels and signs on hazardous products. Clarifications: Hazardous-waste sign and medication labels.
HE.2.B.3.2:	Select trusted adults and professionals who can help promote health. Clarifications: Family members, educators, and environmentalists.
HE.2.B.4.1:	Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health. Clarifications: Sharing feelings, following rules and directions, and waiting your turn to speak.
HE.2.B.4.3:	Demonstrate ways to respond to unwanted, threatening, or dangerous situations. Clarifications: Role playing: "How to tell a trusted adult or how to leave a dangerous situation safely."
HE.2.B.5.1:	Differentiate between situations when a health-related decision can be made individually or when assistance is needed. Clarifications: When you think your friend is in trouble and food choices.
HE.2.B.5.2:	Name healthy options to health-related issues or problems. Clarifications: Safety equipment, peer cooperation, and communication.
HE.2.B.5.3:	Compare the consequences of not following rules/practices when making healthy and safe decisions. Clarifications: Negative emotions, accidents, injuries, and pollution.
HE.2.B.6.1:	Establish a short-term personal health goal as a class and take action toward achieving the goal. Clarifications: Playground safety and tobacco awareness.
HE.2.C.1.1:	Identify that healthy behaviors affect personal health. Clarifications: Identifying your emotions and your level of wellness.
HE.2.C.1.2:	Recognize the physical, mental/emotional and social dimensions of health. Clarifications: Getting along with others, respecting appropriate personal space, understanding anxiety, and feeling safe.
HE.2.C.1.3:	Describe ways a safe, healthy home environment can promote personal health. Clarifications: Secured poisonous products, fire- safety practices, and posted emergency numbers.
HE.2.C.1.4:	Describe ways to prevent childhood injuries in the home, school, and community settings. Clarifications: Recognizing abusive behaviors, following bus/playground rules, and never playing with matches.
HE.2.C.1.5:	Recognize the locations and functions of major human organs. Clarifications: The functions of the heart, lungs, and muscles.
HE.2.C.1.6:	Determine when it is important to seek health care. Clarifications: High fever, toothache, or persistent cough.
HE.2.C.2.1:	Describe how family rules and practices influence health behaviors. Clarifications: Consistent/inconsistent home safety rules and modeling of food- sanitation practices at home.
HE.2.C.2.2:	Describe how friends' health practices influence health behaviors of others. Clarifications: Telling the truth, treating others with respect, and being tobacco-free.
HE.2.C.2.3:	Describe how the school and community influence health behaviors of children. Clarifications: Health and safety fairs, school and community gardens, and recycling.

HE.2.C.2.4:	Explain the ways that rules make the classroom, school, and community safer. Clarifications: Walking not running, waiting your turn, and following traffic laws.
HE.2.P.7.1:	Demonstrate health behaviors to maintain or improve personal health. Clarifications: Physical activity, kindness to others, weather safety, and universal precautions.
HE.2.P.8.1:	Support peers when making positive health choices. Clarifications: Use a buddy system, help others recognize trusted adults as a resource, and encourage others to take turns.
LAFS.2.RF.4.4:	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.2.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
LAFS.2.SL.1.2:	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS.2.W.3.8:	Recall information from experiences or gather information from provided sources to answer a question.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe personal health and ways that a safe, healthy home environment can promote personal health and prevent injuries.

The content should include, but not be limited to, the following:

- **Core Concepts** (health promotion, emotions, following rules, body parts and environmental health)
- **Accessing Information** (doctor, nurses, hospitals, clinics, basic first aid, home safety, emergency drills, and reliable resources)
- **Internal and External Influences** (trusted adults and warning labels)
- **Interpersonal Communication** (sharing, conflict resolution, verbal and non-verbal, following rules and refusal skills)
- **Decision Making** (positive or negative health enhancing influences, healthy options)
- **Goal Setting** (personal health and safety)
- **Self Management** (safety and precautions)
- **Advocacy** (encouraging sharing and following rules)

Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 5008040

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >
Abbreviated Title: HEALTH - GRADE 2

Educator Certifications

Health (Elementary and Secondary Grades K-12)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Health - Grade 3 (#5008050) 2015 - 2022 (current)

Course Standards

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

Name	Description
HE.3.B.3.1:	Locate resources from home, school, and community that provide valid health information. Clarifications: Internet, media, television, radio, brochures, books, professional interviews, hospital, and Department of Health.
HE.3.B.3.2:	Describe criteria for selecting health information, resources, products, and services. Clarifications: Directions on packaging and, consumer safety, television, radio, telephone, and reputable websites.
HE.3.B.3.3:	Describe how the media influences the selection of health information, products, and services. Clarifications: Infomercials, cereal boxes, billboards, medicine/over-the-counter medicine ads, and the Centers for Disease Control and Prevention.
HE.3.B.4.1:	Identify effective verbal and nonverbal communication skills to enhance health. Clarifications: Listing the effects of facial expressions, body language, verbal cues, sign language, braille, and asking questions seeking further clarification/understanding.
HE.3.B.4.2:	Demonstrate refusal skills that avoid or reduce health risks. Clarifications: Making clear statements, expressing feelings, asking for help, and learning how to say "no."
HE.3.B.4.3:	Demonstrate nonviolent strategies to manage or resolve conflict. Clarifications: Role playing, age-appropriate skills for conflict resolution, mediation, and assertive-communication skills.
HE.3.B.4.4:	Explain ways to ask for assistance to enhance personal health. Clarifications: Group discussions, ask orally, and ask in writing.
HE.3.B.5.1:	Recognize circumstances that can help or hinder healthy decision making. Clarifications: Media health messages, practices of family and peers, and knowledge of topic.
HE.3.B.5.2:	List healthy options to health-related issues or problems. Clarifications: Healthy alternatives to unhealthy messages in the media, fear of personal safety, and nutrition options.
HE.3.B.5.3:	Discuss the potential short-term personal impact of each option when making a health-related decision. Clarifications: Eating healthy foods, daily physical activity, benefits of personal hygiene, disease prevention, and not polluting our environment.
HE.3.B.5.4:	Find a healthy option when making a decision for yourself. Clarifications: Choosing healthy food, increasing physical activity, wearing a bike helmet, using personal flotation devices, using sunscreen, and decreasing screen time.
HE.3.B.5.5:	Explain when assistance is needed when making a health-related decision. Clarifications: Media claims and their validity, when to call 911, dealing with grief and loss, and fears of personal safety.
HE.3.B.6.1:	Select a personal health goal and track progress toward achievement. Clarifications: Working collaboratively with class/small group, tracking daily physical activity, using seat belts and bike helmets, limiting media time, consuming healthy foods daily, understanding the dangers of drugs, practicing refusal and conflict-resolution skills.
HE.3.B.6.2:	Examine resources that could assist in achieving a small group personal health goal. Clarifications: Family, school personnel, community resources: police, fire rescue, and EMS.
HE.3.C.1.1:	Describe healthy behaviors that affect personal health. Clarifications: Covering mouth cough/sneeze, washing hands before eating and after using the bathroom, performing daily physical activity, never using other's hair/toothbrushes, preventing the spread of germs, exercising regularly, avoiding junk food, and avoiding tobacco products.
HE.3.C.1.3:	Describe ways a safe, healthy classroom can promote personal health. Clarifications: Frequent hand washing, access to water fountains, area clear of clutter and organized, proper use and disposal of tissues, proper use of hand

	sanitizers, no sharing of food, and respect for others.
HE.3.C.1.4:	Recognize common childhood health conditions. Clarifications: Asthma, diabetes, food allergies, dental cavities, and colds.
HE.3.C.1.5:	Recognize that body parts and organs work together to form human body systems. Clarifications: Circulatory system, digestive system, nervous system, reproductive system, and other body systems.
HE.3.C.1.6:	Describe why it is important to seek health care. Clarifications: Fluoride treatment to prevent tooth decay, hearing exam to check hearing, and eye exam to assess vision.
HE.3.C.2.1:	Explore how family and friend's traditions and customs may influence health behaviors. Clarifications: Family nutritional choices, gatherings, fears, traditions, religious practices, belief in holistic approach, and accepted celebration behaviors demonstrated by others.
HE.3.C.2.3:	Explore how the traditions and customs of the school and community influence health behavior of children. Clarifications: Different school/community venues such as health fairs, fundraisers, special celebrations, ethnic restaurants/festivals, and community/school gardens.
HE.3.C.2.4:	Identify classroom and school rules that promote health and disease prevention. Clarifications: Following rules for walking in hallways, keeping areas clean, listening to crossing guard, and bike safety.
HE.3.C.2.5:	Discuss the positive and negative impacts media may have on health. Clarifications: Positives: choosing healthy foods, exercising, being physically active and not using drugs, acceptance of cultural diversity. Negatives: unhealthy fast foods, "couch potato" inactivity, media messages about body shape and size, violence in the media, violent video/computer games, and too much screen time.
HE.3.C.2.6:	Discuss the positive and negative impacts technology may have on health. Clarifications: Positives: calling 911, using a pedometer, playing electronic, interactive video games that promote physical activity, medical advances, and collaboration. Negatives: video games that do not promote physical activity, violent video/computer, games, and misuse/overuse cell phone/texting.
HE.3.P.7.1:	Practice responsible personal health behaviors. Clarifications: Pedestrian safety, firearm safety, avoiding unsafe places, and not littering.
HE.3.P.7.2:	Investigate a variety of behaviors that avoid or reduce health risks. Clarifications: Daily oral hygiene, medical check-ups, immunizations, and daily physical activity.
HE.3.P.8.1:	Promote positive behaviors to others. Clarifications: Selecting healthy foods, following playground rules, and sharing items respectfully.
LAFS.3.RF.4.4:	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.3.RI.1.1:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RI.2.6:	Distinguish their own point of view from that of the author of a text.
LAFS.3.RL.2.6:	Distinguish their own point of view from that of the narrator or those of the characters.
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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
LAFS.3.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.3.MD.2.3:	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe personal health and ways that a safe, healthy classroom environment can promote personal health and prevent injuries.

The content should include, but not be limited to the following:

- **Core Concepts** (health promotion, disease prevention, following rules, body parts)
- **Accessing Information** (doctor, nurses, hospitals, clinics, basic first aid, germ prevention, emergency drills, community building, reliable resources)
- **Internal and External Influences** (family, peers, teachers, other adults/professionals, media, internet, responsibility, personal space)
- **Interpersonal Communication** (conflict resolution, verbal and non-verbal, active listening and refusal skills)
- **Decision Making** (positive or negative health enhancing influences, healthy options)
- **Goal Setting** (short and long term health targets, personal health and safety)
- **Self Management** (self enhancing responsible choices, abstaining from drugs, daily hygiene)
- **Advocacy** (positive promotion, impacting family, peers, school, community, following rules and policies)

Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 5008050

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Health Education > **SubSubject:**
General >
Abbreviated Title: HEALTH - GRADE 3
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 3

Educator Certifications

Health (Elementary and Secondary Grades K-12)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Health - Grade 4 (#5008060) 2015 - 2022 (current)

Course Standards

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

Name	Description
HE.4.B.3.1:	Describe characteristics of valid health information, products, and services. Clarifications: Professional certification, components of proper labeling, complete directions for use, source, and date.
HE.4.B.3.2:	Construct criteria for selecting health resources, products, services, and reputable technologies. Clarifications: Asking if health resources are safe, affordable, and available.
HE.4.B.3.3:	Examine resources from home, school and community that provide valid health information. Clarifications: Internet; reputable websites, media; television, radio, brochures, books; professional interview; and hospitals.
HE.4.B.4.1:	Explain effective verbal and nonverbal communication skills to enhance health. Clarifications: Practicing assertive, aggressive, and passive response; and demonstrating empathy for individuals affected by diseases or disabilities.
HE.4.B.4.2:	Identify refusal skills and negotiation skills that avoid or reduce health risks. Clarifications: Expressing feelings, offering alternatives, and reporting danger.
HE.4.B.4.3:	Discuss nonviolent strategies to manage or resolve conflict. Clarifications: Talking to the resource officer, "cool-off" period; physical activities; quiet time; compromise; and rock, paper, scissors.
HE.4.B.4.4:	Demonstrate ways to ask for assistance to enhance personal health. Clarifications: Verbalize, write, text, email, and draw.
HE.4.B.5.1:	Identify circumstances that can help or hinder healthy decision making. Clarifications: Lack of knowledge, lack of support, and cultural norms.
HE.4.B.5.2:	Itemize healthy options to health-related issues or problems. Clarifications: Immediate responses to an acute injury, conflict resolution/anger management, and physical activity.
HE.4.B.5.3:	Predict the potential short-term impact of each option on self and others when making a health-related decision. Clarifications: First aid, proper nutrition and hygiene, physical activity, tobacco use, and using safety equipment.
HE.4.B.5.4:	Choose a healthy option when making decisions for yourself and/or others. Clarifications: Making safe choices when confronted with risky situations or use of safety equipment such as bike helmets, food choices at restaurant, washing hands, and personal hygiene.
HE.4.B.5.5:	Examine when assistance is needed to make a health-related decision. Clarifications: Administration of first aid, participation in physical activity, and conflict mediation.
HE.4.B.6.1:	Create a personal health goal and track progress toward achievement. Clarifications: Eating habits/snacks, safety habits, communication skills, sleep habits, tobacco/drug education, coping skills, hygiene habits, wearing sunscreen, and using personal-flotation devices.
HE.4.B.6.2:	Categorize resources that could assist in achieving a small group personal health goal. Clarifications: Family, school personnel, community service providers, and nutrition resource guide.
HE.4.C.1.1:	Identify the relationship between healthy behaviors and personal health. Clarifications: Choosing healthy foods for optimal growth and development, performing daily physical activity to prevent obesity, wearing helmets when riding bikes or motorized all-terrain vehicles for injury prevention, and washing hands for disease prevention.
HE.4.C.1.2:	Identify examples of mental/emotional, physical, and social health. Clarifications: Expressing appropriate feelings, treating others with respect, and participating in a daily physical activity.
	Describe ways a safe, healthy school environment can promote personal health.

HE.4.C.1.3:	Clarifications: Safety patrols, school crossing guards, hand-washing supplies in restrooms, healthy snack choices, school-wide expectations, be prepared, punctual, and problem solving.
	Describe ways to prevent common childhood injuries and health problems.
HE.4.C.1.4:	Clarifications: Not sharing head gear, getting yearly check-ups, washing hands before eating and after using bathroom, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth to prevent dental cavities.
	Identify the human body parts and organs that work together to form healthy body systems.
HE.4.C.1.5:	Clarifications: Muscular and skeletal systems, circulatory and respiratory systems, and endocrine and reproductive systems.
	Distinguish differences among various healthcare providers, products, and services.
HE.4.C.1.6:	Clarifications: Types of doctors, prescription vs. non-prescription drugs, and emergency medical services.
	Explain the importance of family on health practices and behaviors.
HE.4.C.2.1:	Clarifications: Diet, cultural-health practices, hygiene practices, physical activity, and home remedies.
	Explain the important role that friends/peers may play in health practices and behaviors.
HE.4.C.2.2:	Clarifications: Recognizing and avoiding bullying behavior, choosing not to use tobacco products or inhalants, and recognizing differences between positive and negative peer pressure.
	Explain the important roles that school and community play in health practices and behaviors.
HE.4.C.2.3:	Clarifications: Disaster preparedness, school breakfast programs, youth organizations, and recycling.
	Recognize types of school rules and community laws that promote health and disease prevention.
HE.4.C.2.4:	Clarifications: Helmet law, clean indoor-air laws, and speed limits.
	Explain how media influences personal thoughts, feelings, and health behaviors.
HE.4.C.2.5:	Clarifications: Insidious marketing/product placement, branding, and anti-drug campaigns.
	Explain how technology influences personal thoughts, feelings, and health behaviors.
HE.4.C.2.6:	Clarifications: Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.
	Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.
HE.4.P.7.2:	Clarifications: Avoid tobacco/alcohol products, brush and floss teeth, participate in regular physical activity, and report bullying.
	Assist others to make positive health choices.
HE.4.P.8.1:	Clarifications: Model water-safety rules, be a positive bystander in bullying instances, and report to a trusted adult.
	Read with sufficient accuracy and fluency to support comprehension.
LAFS.4.RF.4.4:	<ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.4.RI.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.SL.2.4:	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LAFS.4.W.1.2:	<ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe the relationships between a healthy behavior, environment and personal health.

The content should include, but not be limited to the following:

- Core Concepts (mental/emotional, physical, and social health promotion, disease and injury prevention)
- Accessing Information (cultural influences, medical resources, emergency drills, school and community health)
- Internal and External Influences (available resources, products and services)
- Interpersonal Communication (conflict resolution, verbal and non-verbal, active listening and refusal skills)
- Decision Making (positive/negative healthy options and decisions)
- Goal Setting (short and long term health targets, personal health and small groups)
- Self Management (self enhancing responsible choices and healthy practices)
- Advocacy (positive promotion and modeling healthy choices)

Instructional Practices

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 5008060

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: HEALTH - GRADE 4

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 4

Educator Certifications

Health (Elementary and Secondary Grades K-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Health - Grade 5 (#5008070) 2015 - 2022 (current)

Course Standards

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

Name	Description
HE.5.B.3.1:	Discuss characteristics of valid health information, products, and services. Clarifications: Reliable source, current information, and medically accurate information.
HE.5.B.3.2:	Evaluate criteria for selecting health resources, products, and services. Clarifications: Function, directions for use, competence of the provider, and costs.
HE.5.B.3.3:	Compile resources from home, school, and community, technologies that provide valid health information. Clarifications: Library, brochures, books, Internet, radio, television, telephone, scale, pedometer, local pharmacy, health department, and hospitals.
HE.5.B.4.1:	Illustrate techniques of effective verbal and nonverbal communication skills to enhance health. Clarifications: Written or verbal communication, body language, and conflict- resolution skills.
HE.5.B.4.2:	Discuss refusal skills and negotiation skills that avoid or reduce health risks. Clarifications: States desires clearly, offer alternative, use "I" messages, and role play.
HE.5.B.4.3:	Illustrate effective conflict resolution strategies. Clarifications: Expressing emotions, listening, and using body language.
HE.5.B.4.4:	Determine ways to ask for assistance to enhance the health of self and others. Clarifications: Verbalize, write, and draw.
HE.5.B.5.1:	Describe circumstances that can help or hinder healthy decision making. Clarifications: Peer pressure, bullying, substance abuse, and stress.
HE.5.B.5.2:	Summarize healthy options to health-related issues or problems. Clarifications: Teachers, guidance counselors, peers, or parents can address concerns over bullying and concerns over body changes/image, or anger management.
HE.5.B.5.3:	Compare the potential short-term impact of each option on self and others when making a health-related decision. Clarifications: Bullying intervention, practicing positive character traits, and substance abuse.
HE.5.B.5.4:	Select a healthy option when making decisions for yourself and/or others. Clarifications: Report bullying, resolve conflicts, and use safety equipment.
HE.5.B.5.5:	Analyze when assistance is needed when making a health-related decision. Clarifications: Bullying intervention, access to appropriate safety equipment, media influences, and peer relationships.
HE.5.B.6.1:	Specify a personal health goal and track progress toward achievement. Clarifications: Work in class/group/individual, physical activity, eating habits, safety habits, computer use/safety, anger management, disease prevention, relationships with family and friends, substance abuse, dental hygiene, and pollution control.
HE.5.B.6.2:	Select reliable resources that would assist in achieving a small group personal health goal. Clarifications: Reliable members from family, school, community, and media.
HE.5.C.1.1:	Describe the relationship between healthy behaviors and personal health. Clarifications: Non-smoking and disease prevention, expressing feelings and promoting healthy relationships, use of sunscreen, and cancer prevention.
HE.5.C.1.2:	Explain the physical, mental/emotional, social, and intellectual dimensions of health. Clarifications: Problems demonstrating teamwork, immunizations, and critical thinking.
HE.5.C.1.3:	Explain ways a safe, healthy home and school environment promote personal health. Clarifications:

	Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.
HE.5.C.1.4:	<p>Compare ways to prevent common childhood injuries and health problems.</p> <p>Clarifications: Wearing appropriate restraints, avoiding food with no nutritional value, and pursuing yearly health check-ups.</p>
HE.5.C.1.5:	<p>Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.</p> <p>Clarifications: Digestive and circulatory systems receiving and distributing nutrients to provide energy, endocrine glands influencing the reproductive system and respiratory system providing oxygen to other body systems.</p>
HE.5.C.1.6:	<p>Recognize how appropriate health care can promote personal health.</p> <p>Clarifications: Having immunizations, using medication appropriately, and seeking grief/loss counseling.</p>
HE.5.C.2.1:	<p>Predict how families may influence various health practices of children.</p> <p>Clarifications: Involvement in youth sports, cultural and religious practices, family hygiene practices, dining patterns, and sleeping.</p>
HE.5.C.2.2:	<p>Predict how friends/peers may influence various health practices of children.</p> <p>Clarifications: Peer pressure to smoke, pressure to cheat, and decision to stand up for someone being bullied.</p>
HE.5.C.2.3:	<p>Predict how the school and community influence various health practices of children.</p> <p>Clarifications: After-school activities, community safety-education programs, variety and nutrition of school lunch, recycling, and positive and negative community norms.</p>
HE.5.C.2.4:	<p>Give examples of school and public health policies that influence health promotion and disease prevention.</p> <p>Clarifications: Head-lice guidelines, seat-belt and child-restraint laws, helmet laws, fire/severe weather/lockdown drills, school-bus rules, and immunization requirements.</p>
HE.5.C.2.5:	<p>Determine how media influences family health behaviors and the selection of health information, products, and services.</p> <p>Clarifications: Severe-weather alerts, health- product commercials, television cooking shows, and public service announcements.</p>
HE.5.C.2.6:	<p>Describe ways that technology can influence family health behaviors.</p> <p>Clarifications: Seat belt alarms, carbon-monoxide detectors, microwave ovens, and clever advertising.</p>
HE.5.C.2.7:	<p>Discuss how various cultures can influence personal health beliefs.</p> <p>Clarifications: Food that is healthy and unhealthy for you, health risks from tobacco/alcohol use, and healthy skin care.</p>
HE.5.C.2.8:	<p>Investigate influences that change health beliefs and behaviors.</p> <p>Clarifications: Tobacco/alcohol use, prevention education in school, firearm safety, and use of seat-belts/child restraints.</p>
HE.5.P.7.1:	<p>Model responsible personal health behaviors.</p> <p>Clarifications: Respect others, limit television time, choose healthy foods, and pick up litter.</p>
HE.5.P.7.2:	<p>Illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.</p> <p>Clarifications: Examining nutritionally dense foods, bathing daily, practice using conflict-resolution skills, and choosing the safer option in social situations.</p>
HE.5.P.8.1:	<p>Persuade others to make positive health choices.</p> <p>Clarifications: Practice negotiation skills, advocate for a smoke-free environment, and encourage use of safety equipment.</p>
LAFS.5.RF.4.4:	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.5.RI.3.7:	<p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>
LAFS.5.RI.3.8:	<p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>
LAFS.5.RL.2.6:	<p>Describe how a narrator's or speaker's point of view influences how events are described.</p>
LAFS.5.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings),

LAFS.5.W.1.2:

- illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe the relationships between a healthy behavior, environment and personal health to prevent injuries and health problems.

The content should include, but not be limited to the following:

- **Accessing Information** (family health, following rules, friends, trusted adults in school and community)
- **Internal and External Influences** (warning labels and community helpers)
- **Interpersonal Communication** (conflict resolution, verbal and non-verbal, reporting, active listening and refusal skills)
- **Decision Making** (positive/negative healthy options and decisions)
- **Goal Setting** (short and long term health targets, personal health and small groups)
- **Self Management** (personal health choices)
- **Advocacy** (positive promotion and modeling healthy choices)

Instructional Practices

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

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

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English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 5008070

Course Path: **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: HEALTH - GRADE 5

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 5

Educator Certifications

Elementary Education (Elementary Grades 1-6)

Health (Elementary and Secondary Grades K-12)

Elementary Education (Grades K-6)

Physical Education (Grades K-8)

Physical Education (Elementary and Secondary Grades K-12)

Humanities Survey (#0900300) 2020 - 2022 (current)

Course Standards

Name	Description
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
SS.912.H.1.1:	<p>Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.</p> <p>Clarifications: Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</p>
SS.912.H.1.2:	<p>Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</p> <p>Clarifications: Examples are imperial Roman sculpture; Palace of Versailles; Picasso’s Guernica; layout of Washington, DC.</p>
SS.912.H.1.3:	<p>Relate works in the arts to various cultures.</p> <p>Clarifications: Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>
SS.912.H.1.4:	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p>Clarifications: Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
SS.912.H.1.5:	<p>Examine artistic response to social issues and new ideas in various cultures.</p> <p>Clarifications: Examples are Victor Hugo’s Les Miserables, Langston Hughes’ poetry, Pete Seeger’s Bring ‘Em Home.</p>
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.H.1.7:	Know terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.
SS.912.H.2.4:	Examine the effects that works in the arts have on groups, individuals, and cultures.
VA.912.C.1.6:	<p>Identify rationale for aesthetic choices in recording visual media.</p> <p>Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media</p>
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.8:	<p>Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.</p> <p>Clarifications: e.g., patronage, authority, iconography, gender, semiotics, deconstruction</p>
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.1.10:	<p>Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.</p> <p>Clarifications: e.g., belief system, ecology, environment, current visual culture, economy</p>

MAFS.K12.MP.1.1:	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
MAFS.K12.MP.3.1:	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
MU.912.H.1.1:	<p>Investigate and discuss how a culture's traditions are reflected through its music.</p> <p>Clarifications: e.g., patriotic, folk, celebration, entertainment, spiritual</p>
MU.912.H.1.4:	<p>Analyze how Western music has been influenced by historical and current world cultures.</p>
MU.912.H.2.1:	<p>Evaluate the social impact of music on specific historical periods.</p>
MU.912.H.2.3:	<p>Analyze the evolution of a music genre.</p> <p>Clarifications: e.g., jazz, blues</p>
TH.912.H.1.1:	<p>Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.</p>
TH.912.H.1.4:	<p>Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.</p>
TH.912.H.2.2:	<p>Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to survey major creative expressions of the cultural heritage of selected civilizations through study of the arts and their connections to areas such as literature, history, philosophy, and religion. Emphasis will be on the impact of cultural heritage on contemporary society and culture.

The content should include, but not be limited to, the following:

- Reflection of culture through the visual and performing arts
- Influence of historical events on the development of various civilizations
- Effect of history and culture on today's societies

Special Notes:

Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).

GENERAL INFORMATION

<p>Course Number: 0900300</p> <p>Number of Credits: Half credit (.5)</p> <p>Course Type: Elective Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 9,10,11,12</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Humanities > SubSubject: General ></p> <p>Abbreviated Title: HUM SURV</p> <p>Course Length: Semester (S)</p> <p>Course Level: 2</p>
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Educator Certifications

Humanities (Elementary and Secondary Grades K-12)
Social Science (Grades 5-9)
English (Grades 6-12)
Drama (Grades 6-12)
Art Education (Secondary Grades 7-12)
Music (Elementary and Secondary Grades K-12)
Art (Elementary and Secondary Grades K-12)

Humanities 1 Honors (#0900305) 2020 - 2022 (current)

Course Standards

Name	Description
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created. Clarifications: Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.
SS.912.H.1.2:	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens. Clarifications: Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.
SS.912.H.1.3:	Relate works in the arts to various cultures. Clarifications: Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire. Clarifications: Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe. Clarifications: Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.
MU.912.H.1.1:	Investigate and discuss how a culture's traditions are reflected through its music. Clarifications: e.g., patriotic, folk, celebration, entertainment, spiritual
MU.912.H.2.1:	Evaluate the social impact of music on specific historical periods.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
DA.912.H.2.1:	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form. Clarifications: e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies through interdisciplinary study of the arts and their connections to areas such as history, literature, philosophy, and religion from early civilizations to 1500, including ancient Greece and Rome, the Byzantine empire, and medieval European society.

The content should include, but not be limited to, the following:

- characteristics of the visual and performing arts
- influence of history, literature, philosophy, and religion on the arts
- analysis of ideas and artistic expression across varied cultures
- contributions of major visual and performing artists
- impact of history and culture on today's societies and cultures

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).

GENERAL INFORMATION

Course Number: 0900305	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Humanities > SubSubject: General >
Number of Credits: Half credit (.5)	Abbreviated Title: HUM 1 HON Course Length: Semester (S) Course Attributes: <ul style="list-style-type: none">• Honors
Course Type: Elective Course	Course Level: 3
Course Status: Course Approved	
Grade Level(s): 9,10,11,12	

Educator Certifications

Humanities (Elementary and Secondary Grades K-12)
Social Science (Grades 6-12)
English (Grades 6-12)
Drama (Grades 6-12)
Art Education (Secondary Grades 7-12)
Music (Elementary and Secondary Grades K-12)
Art (Elementary and Secondary Grades K-12)

Humanities 1 (to 1500) Honors (#0900310) 2020 - 2022 (current)

Course Standards

Name	Description
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
MU.912.C.1.2:	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p>Clarifications: e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
MU.912.C.2.2:	Evaluate performance quality in recorded and/or live performances.
MU.912.H.1.1:	<p>Investigate and discuss how a culture's traditions are reflected through its music.</p> <p>Clarifications: e.g., patriotic, folk, celebration, entertainment, spiritual</p>
MU.912.H.1.2:	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p>Clarifications: e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
MU.912.H.2.1:	Evaluate the social impact of music on specific historical periods.
MU.912.H.3.1:	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p>Clarifications: e.g., acoustics, sound amplification, materials, mechanics</p>
SS.912.H.1.1:	<p>Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.</p> <p>Clarifications: Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</p>
SS.912.H.1.2:	<p>Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</p> <p>Clarifications: Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</p>
SS.912.H.1.3:	<p>Relate works in the arts to various cultures.</p> <p>Clarifications: Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.2.5:	<p>Explain the contributions of the Byzantine Empire.</p> <p>Clarifications: Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</p>
SS.912.W.2.17:	<p>Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.</p> <p>Clarifications: Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.</p>
TH.912.C.1.4:	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <p>Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
MAFS.K12.MP.1.1:	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p> <p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments.</p>

MAFS.K12.MP.3.1:	They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.
DA.912.C.1.3:	Clarifications: e.g., journal entries, discussion
	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.
DA.912.H.2.1:	Clarifications: e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
DA.912.H.2.2:	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies through interdisciplinary study of the arts and their connections to areas such as history, literature, philosophy, and religion from early civilizations to 1500, including ancient Greece and Rome, the Byzantine empire, and medieval European society.

The content should include, but not be limited to, the following:

- characteristics of the visual and performing arts
- influence of history, literature, philosophy, and religion on the arts
- analysis of ideas and artistic expression across varied cultures
- critical evaluation of exemplars in the visual and performing arts
- contributions of major visual and performing artists
- impact of history and culture on today's societies and cultures

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Special Notes:

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).

GENERAL INFORMATION

<p>Course Number: 0900310</p> <p>Number of Credits: One (1) credit</p> <p>Course Type: Elective Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 9,10,11,12</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Humanities > SubSubject: General ></p> <p>Abbreviated Title: HUM 1 HON</p> <p>Course Length: Year (Y)</p> <p>Course Attributes:</p> <ul style="list-style-type: none"> • Honors <p>Course Level: 3</p>
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Educator Certifications

Humanities (Elementary and Secondary Grades K-12)
English (Grades 6-12)
Drama (Grades 6-12)
Art Education (Secondary Grades 7-12)
Music (Elementary and Secondary Grades K-12)
Social Science (Grades 6-12)
Art (Elementary and Secondary Grades K-12)

Humanities 2 Honors (#0900315) 2020 - 2022 (current)

Course Standards

Name	Description
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created. Clarifications: Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.
SS.912.H.1.2:	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens. Clarifications: Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.
SS.912.H.1.3:	Relate works in the arts to various cultures. Clarifications: Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.4.4:	Identify characteristics of Renaissance humanism in works of art. Clarifications: Examples are influence of classics, School of Athens.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
MU.912.H.1.1:	Investigate and discuss how a culture's traditions are reflected through its music. Clarifications: e.g., patriotic, folk, celebration, entertainment, spiritual
MU.912.H.2.1:	Evaluate the social impact of music on specific historical periods.
DA.912.H.2.1:	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form. Clarifications: e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies through interdisciplinary study of the arts and their connections to areas such as history, literature, philosophy, and religion since 1500, including the Renaissance, the Scientific Revolution, and the Enlightenment, among others.

The content should include, but not be limited to, the following:

- characteristics of the visual and performing arts
- influence of history, literature, philosophy, and religion on the arts
- analysis of ideas and artistic expression across varied cultures
- contributions of major visual and performing arts
- impact of history and culture on today's societies and cultures

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).

GENERAL INFORMATION

Course Number: 0900315

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Humanities > **SubSubject:** General >

Number of Credits: Half credit (.5)

Abbreviated Title: HUM 2 HON
Course Length: Semester (S)

Course Type: Elective Course

Course Attributes:

- Honors

Course Status: Course Approved

Course Level: 3

Grade Level(s): 9,10,11,12

Educator Certifications

Humanities (Elementary and Secondary Grades K-12)

Social Science (Grades 6-12)

English (Grades 6-12)

Drama (Grades 6-12)

Art Education (Secondary Grades 7-12)

Music (Elementary and Secondary Grades K-12)

Art (Elementary and Secondary Grades K-12)

Humanities 2 (since 1500) Honors (#0900320) 2020 - 2022 (current)

Course Standards

Name	Description
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created. Clarifications: Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.
SS.912.H.1.2:	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens. Clarifications: Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.
SS.912.H.1.3:	Relate works in the arts to various cultures. Clarifications: Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.4.4:	Identify characteristics of Renaissance humanism in works of art. Clarifications: Examples are influence of classics, School of Athens.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
MU.912.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Clarifications: e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
MU.912.C.2.2:	Evaluate performance quality in recorded and/or live performances. Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.1:	Clarifications: e.g., patriotic, folk, celebration, entertainment, spiritual
MU.912.H.1.2:	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Clarifications: e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
MU.912.H.2.1:	Evaluate the social impact of music on specific historical periods.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Clarifications: e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers. Identify rationale for aesthetic choices in recording visual media.
VA.912.C.1.6:	Clarifications: e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics. Make sense of problems and persevere in solving them.
MAFS.K12.MP.1.1:	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
MAFS.K12.MP.3.1:	
	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
MAFS.K12.MP.5.1:	
	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
MAFS.K12.MP.6.1:	
	<p>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.</p>
DA.912.C.1.3:	<p>Clarifications: e.g., journal entries, discussion</p>
	<p>Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.</p>
DA.912.H.2.1:	<p>Clarifications: e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues</p>
DA.912.H.2.2:	<p>Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies through interdisciplinary study of the arts and their connections to areas such as history, literature, philosophy, and religion since 1500, including the Renaissance, the Scientific Revolution, and the Enlightenment, among others.

The content should include, but not be limited to, the following:

- characteristics of the visual and performing arts
- influence of history, literature, philosophy, and religion on the arts
- analysis of ideas and artistic expression across varied cultures
- critical evaluation of exemplars in the visual and performing arts
- contributions of major visual and performing artists
- impact of history and culture on today's societies and cultures

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Special Notes:

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).

GENERAL INFORMATION

<p>Course Number: 0900320</p> <p>Number of Credits: One (1) credit</p> <p>Course Type: Elective Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 9,10,11,12</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Humanities > SubSubject: General ></p> <p>Abbreviated Title: HUM 2 HON</p> <p>Course Length: Year (Y)</p> <p>Course Attributes:</p> <ul style="list-style-type: none"> • Honors <p>Course Level: 3</p>
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Educator Certifications

Humanities (Elementary and Secondary Grades K-12)
Art Education (Secondary Grades 7-12)
English (Grades 6-12)
Drama (Grades 6-12)
Music (Elementary and Secondary Grades K-12)
Social Science (Grades 6-12)
Art (Elementary and Secondary Grades K-12)

Cambridge AICE Classical Studies 1 AS Level (#0900500) 2020 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit visitcie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 0900500	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Humanities > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: AICE CL STDS 1 AS
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Grade Level(s): 9,10,11,12	Course Level: 3

Educator Certifications

Humanities (Elementary and Secondary Grades K-12)
Art Education (Secondary Grades 7-12)
English (Grades 6-12)
Drama (Grades 6-12)
Music (Elementary and Secondary Grades K-12)
Art (Elementary and Secondary Grades K-12)
Social Science (Grades 6-12)

Cambridge AICE Classical Studies 2 A Level (#0900505) 2020 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 0900505	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Humanities > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: AICE CL STDS 2 AL
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Grade Level(s): 9,10,11,12	Course Level: 3

Educator Certifications

Humanities (Elementary and Secondary Grades K-12)
English (Grades 6-12)
Drama (Grades 6-12)
Art Education (Secondary Grades 7-12)
Music (Elementary and Secondary Grades K-12)
Art (Elementary and Secondary Grades K-12)
Social Science (Grades 6-12)

Cambridge AICE Divinity 1 AS Level (#0900520) 2014 - And Beyond

(current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).

GENERAL INFORMATION

Course Number: 0900520	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Humanities > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: AICE DIVINITY 1 AS Course Length: Year (Y) Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Course Type: Elective Course	Course Level: 3
Course Status: Course Approved	
Grade Level(s): 9,10,11,12	

Educator Certifications

Humanities (Elementary and Secondary Grades K-12)
English (Grades 6-12)
Social Science (Grades 6-12)

International Baccalaureate Theory of Knowledge 1 (#0900800) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).

GENERAL INFORMATION

Course Number: 0900800	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Humanities > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: IB THEORY/KNWLG 1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">International Baccalaureate (IB)
Grade Level(s): 9,10,11,12	Course Level: 3

Educator Certifications

Humanities (Elementary and Secondary Grades K-12)
Social Science (Grades 6-12)

International Baccalaureate Theory of Knowledge 2 (#0900810) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at ibo.org/en/programmes/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).

GENERAL INFORMATION

Course Number: 0900810	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Humanities > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: IB THEORY/KNWLG 2
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">International Baccalaureate (IB)
Grade Level(s): 9,10,11,12	Course Level: 3

Educator Certifications

Humanities (Elementary and Secondary Grades K-12)
Social Science (Grades 6-12)

Humanities Transfer (#0900990) 2015 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0900990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Humanities > **SubSubject:** General > **Abbreviated Title:** HUM TRAN
Course Length: Not Applicable

Course Type: Transfer Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Air Force: Aerospace Science 1 (#1800300) 2015 - 2022 (current)

Course Standards

Name	Description
SS.912.A.2.1:	<p>Review causes and consequences of the Civil War.</p> <p>Clarifications: Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.2.2:	<p>Assess the influence of significant people or groups on Reconstruction.</p> <p>Clarifications: Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.2:	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.3:	<p>Compare the first and second Industrial Revolutions in the United States.</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p> <p>Examples may include, but are not limited to, trade, development of new industries.</p>
SS.912.A.4.5:	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p>Clarifications: Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.7:	<p>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.1:	<p>Examine causes, course, and consequences of World War II on the United States and the world.</p> <p>Clarifications: Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.5:	<p>Explain the impact of World War II on domestic government policy.</p> <p>Clarifications: Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
HE.912.B.6.4:	Formulate an effective long-term personal health plan. Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop knowledge of the historical development of flight and the role of the military in history. Students also develop knowledge of the Air Force Junior Reserve Officer Training Corps (AFJROTC), individual self-control, citizenship, wellness, health, and fitness. Students practice basic drill techniques and conduct military ceremonies.

Special Notes:

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education:

(Aerospace Technologies Program):

18.0 Demonstrate an understanding of the history and development of aviation and space transportation.

18.01 Describe early attempts at flight prior to the Wright Brothers flight in 1902.

18.02 Outline the early attempts at heavier than air powered flight.

18.03 Describe the affect of air power on the outcome of world conflict.

18.05 Outline the beginnings of commercial aviation.

18.06 Identify the early research centers for aeronautics in the United States.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 1800300

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** JROTC and Military

Training > **SubSubject:** Air Force Jr ROTC >

Abbreviated Title: AF AERO SCI 1

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Science (Secondary Grades 7-12)

Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Air Force: Aerospace Science 2 (#1800310) 2015 - 2022 (current)

Course Standards

Name	Description
SS.912.A.3.2:	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.3:	<p>Compare the first and second Industrial Revolutions in the United States.</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p> <p>Examples may include, but are not limited to, trade, development of new industries.</p>
SS.912.A.4.5:	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p>Clarifications: Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.1:	<p>Examine causes, course, and consequences of World War II on the United States and the world.</p> <p>Clarifications: Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.5:	<p>Explain the impact of World War II on domestic government policy.</p> <p>Clarifications: Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p>Clarifications: Examples are thematic, contour, and dot-density.</p>
SC.912.E.7.3:	Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.
SC.912.E.7.4:	Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.
SC.912.E.7.7:	Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.
SC.912.L.14.6:	Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.
SC.912.P.12.2:	Analyze the motion of an object in terms of its position, velocity, and acceleration (with respect to a frame of reference) as functions of time.
SC.912.P.12.3:	Interpret and apply Newton's three laws of motion.
SC.912.P.12.4:	Describe how the gravitational force between two objects depends on their masses and the distance between them.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students’ recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop knowledge of the aerospace environment, human requirements of flight, principles of aircraft flight, and principles of navigation. Students also develop effective communication skills, understanding of human and group behavior, and basic leadership concepts. Students practice drill movements and observe military customs and ceremonies.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Aerospace Technologies Program):

19.0 Describe the aviation/aerospace environment.

19.01 Identify atmospheric regions and elements.

- 19.03 Describe and identify the elements of the atmosphere in motion.
- 19.04 Explain the role weather forecasting has as it relates to Aerospace Technologies.
- 19.09 Describe the physical properties of interplanetary space including the structure, formation, forces, and bodies.

20.0 Describe and demonstrate an understanding of the principles of flight.

- 20.01 Define terminology associated with flight and flight principles.;
- 20.02 Identify the structural components of aircraft.
- 20.06 Develop and construct models to test flight characteristics of powered aircraft.

26.0 Describe and demonstrate principles of navigation.

- 26.01 Describe navigation principles as they relate to aeronautical travel.
- 26.02 Demonstrate an ability to read and use an aeronautical navigational chart.
- 26.03 Examine navigational technologies and systems as they relate to aeronautical systems.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

<p>Course Number: 1800310</p> <p>Number of Credits: One (1) credit</p> <p>Course Type: Elective Course</p> <p>Course Status: Draft - Course Pending Approval</p> <p>Grade Level(s): 9,10,11,12</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Air Force Jr ROTC ></p> <p>Abbreviated Title: AF AERO SCI 2</p> <p>Course Length: Year (Y)</p> <p>Course Level: 2</p>
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Educator Certifications

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical) Science (Secondary Grades 7-12)
- Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Air Force: Aerospace Science 3 (#1800320) 2015 - 2022 (current)

Course Standards

Name	Description
SC.912.E.5.2:	Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.
SC.912.E.5.4:	Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth.
SC.912.E.5.6:	Develop logical connections through physical principles, including Kepler's and Newton's Laws about the relationships and the effects of Earth, Moon, and Sun on each other.
SC.912.E.5.11:	Distinguish the various methods of measuring astronomical distances and apply each in appropriate situations.
SC.912.E.7.3:	Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.
SC.912.L.15.6:	Discuss distinguishing characteristics of the domains and kingdoms of living organisms.
SC.912.N.4.2:	Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental.
SC.912.P.10.1:	Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.
SC.912.P.10.16:	Explain the relationship between moving charges and magnetic fields, as well as changing magnetic fields and electric fields, and their application to modern technologies.
SC.912.P.12.4:	Describe how the gravitational force between two objects depends on their masses and the distance between them.
SC.912.P.12.5:	Apply the law of conservation of linear momentum to interactions, such as collisions between objects.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SS.912.E.2.7:	Identify the impact of inflation on society.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p> </div>
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</p> </div>
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p> </div>
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Examples are standard of living, exchange rates, productivity, gross domestic product.</p> </div>

HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop knowledge of the space environment, space programs and technology, and manned space flight. Students develop knowledge and skills related to planning for post secondary education or employment and career opportunities, including financial planning. Students polish skills in marching and conducting military ceremonies.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education (Aerospace Technologies Program):

18.0 Demonstrate an understanding of the history and development of aviation and space transportation.

18.08 Outline the development of space exploration.

18.09 Describe the role of NACA and NASA in the development of aeronautics and space exploration.

18.10 Prepare a forecast of aerospace developments, and interplanetary space travel.

19.0 Describe the aviation/aerospace environment.

19.06 Utilize astronomical principles, and technology to study the solar systems.

19.08 Define interplanetary space.

19.10 Describe interstellar and intergalactic space.

27.0 Explore the role of civilian spacecraft in the exploration and colonization of space.

27.01 Participate in the development of a study for a model of manned interplanetary space travel.

27.03 Develop a plan for flight crew training for a manned space flight.

27.05 Develop plans, models, and a visual presentation of a manned space flight to a distant planet in the solar system.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 1800320

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** JROTC and Military
Training > **SubSubject:** Air Force Jr ROTC >

Abbreviated Title: AF AERO SCI 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Science (Secondary Grades 7-12)

Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Air Force: Aerospace Science 4 - Leadership Development (#1800330) 2015 - 2022 (current)

Course Standards

Name	Description
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. Clarifications: Examples are thematic, contour, and dot-density.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.G.5.2:	Analyze case studies of how changes in the physical environment of a place can increase or diminish its capacity to support human activity.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop knowledge of physical and human geography in the major regions of the world. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Aerospace Technologies Program):

41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

41.01 Employ leadership skills to accomplish organizational goals and objectives.

41.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

41.03 Conduct and participate in meetings to accomplish work tasks.

41.04 Employ mentoring skills to inspire and teach others.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 1800330

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** JROTC and Military

Training > **SubSubject:** Air Force Jr ROTC >

Abbreviated Title: AF AEROSCI 4 LEADDEV

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Science (Secondary Grades 7-12)

Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Advanced Aerospace Science (#1800340) 2015 - 2022 (current)

Course Standards

Name	Description
SS.912.A.2.2:	<p>Assess the influence of significant people or groups on Reconstruction.</p> <p>Clarifications: Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.3:	<p>Compare the first and second Industrial Revolutions in the United States.</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p> <p>Examples may include, but are not limited to, trade, development of new industries.</p>
SS.912.A.4.7:	<p>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.5:	<p>Explain the impact of World War II on domestic government policy.</p> <p>Clarifications: Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
HE.912.C.2.2:	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p>Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.1112.RST.3.8:	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10

	<p>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.SL.1.1:	
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
MAFS.912.S-ID.1.2:	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★</p> <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> </div>
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Aerospace Technologies Program):

16.0 Demonstrate an understanding of and be able to select and use transportation technologies.

16.01 Analyze the vital role played by transportation in the operation of other technologies, such as manufacturing, construction, communication, health and safety, and agriculture.

16.02 Define intermodalism as the use of different modes of transportation, such as highways, railways, and waterways as part of an interconnected system that can move people and goods easily from one mode to another.

16.03 Discuss how transportation services and methods have led to a population that is regularly on the move.

16.04 Identify processes and innovative techniques involved in the design of intelligent and non-intelligent transportation systems.

41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

41.01 Employ leadership skills to accomplish organizational goals and objectives.

41.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

41.03 Conduct and participate in meetings to accomplish work tasks.

41.04 Employ mentoring skills to inspire and teach others.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 1800340

Number of Credits: One (1) credit

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** JROTC and Military

Training > **SubSubject:** Air Force Jr ROTC >

Abbreviated Title: ADV AERO SCI

Course Length: Year (Y)

Educator Certifications

Science (Secondary Grades 7-12)

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Air Force: Aerospace Science 4 - Transportation (#1800350) 2015 - 2022 (current)

Course Standards

Name	Description
SS.912.A.2.1:	<p>Review causes and consequences of the Civil War.</p> <p>Clarifications: Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.2.2:	<p>Assess the influence of significant people or groups on Reconstruction.</p> <p>Clarifications: Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.2:	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.3:	<p>Compare the first and second Industrial Revolutions in the United States.</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p> <p>Examples may include, but are not limited to, trade, development of new industries.</p>
SS.912.A.4.5:	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p>Clarifications: Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.7:	<p>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.1:	<p>Examine causes, course, and consequences of World War II on the United States and the world.</p> <p>Clarifications: Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.5:	<p>Explain the impact of World War II on domestic government policy.</p> <p>Clarifications: Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is</p>

	evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop the necessary foundations for understanding the policies of the United States and the organizations of the United State Air Force. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Aerospace Technologies Program):

16.0 Demonstrate an understanding of and be able to select and use transportation technologies.

16.01 Analyze the vital role played by transportation in the operation of other technologies, such as manufacturing, construction, communication, health and safety, and agriculture.

16.02 Define intermodalism as the use of different modes of transportation, such as highways, railways, and waterways as part of an interconnected system that can move people and goods easily from one mode to another.

16.03 Discuss how transportation services and methods have led to a population that is regularly on the move.

16.04 Identify processes and innovative techniques involved in the design of intelligent and non-intelligent transportation systems.

41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

41.01 Employ leadership skills to accomplish organizational goals and objectives.

41.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

41.03 Conduct and participate in meetings to accomplish work tasks.

41.04 Employ mentoring skills to inspire and teach others.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 1800350

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** JROTC and Military

Training > **SubSubject:** Air Force Jr ROTC >

Abbreviated Title: AF AERO SCI 4 TRANSP

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Science (Secondary Grades 7-12)

Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Air Force: Aerospace Science 4 (#1800360) 2015 - 2022 (current)

Course Standards

Name	Description
SC.912.E.5.2:	Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.
SC.912.E.5.4:	Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth.
SC.912.E.5.6:	Develop logical connections through physical principles, including Kepler's and Newton's Laws about the relationships and the effects of Earth, Moon, and Sun on each other.
SC.912.E.5.11:	Distinguish the various methods of measuring astronomical distances and apply each in appropriate situations.
SC.912.E.7.3:	Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.
SC.912.L.15.6:	Discuss distinguishing characteristics of the domains and kingdoms of living organisms.
SC.912.N.4.2:	Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental.
SC.912.P.10.1:	Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.
SC.912.P.10.16:	Explain the relationship between moving charges and magnetic fields, as well as changing magnetic fields and electric fields, and their application to modern technologies.
SC.912.P.12.4:	Describe how the gravitational force between two objects depends on their masses and the distance between them.
SC.912.P.12.5:	Apply the law of conservation of linear momentum to interactions, such as collisions between objects.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively

	incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop advanced, in-depth knowledge of aerospace topics. Students develop the foundation for receiving a private pilot license. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.

Instructional Practices:

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

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

[Additional benchmarks related to Career and Adult Education](#)

(Aerospace Technologies Program)

20.0 Describe and demonstrate an understanding of the principles of flight.

20.01 Define terminology associated with flight and flight principles.

20.02 Identify the structural components of aircraft.

20.03 Construct and test flying models of lighter-than-air craft.

20.04 Demonstrate an understanding of a powered aircraft and the use of control surfaces to control flight characteristics of pitch, yaw and roll.

20.05 Demonstrate an understanding of rocketry design and systems.

20.06 Develop and construct models to test flight characteristics of powered aircraft.

20.07 Explain the application of Newton's laws to flight and rocketry.

32.0 Demonstrate an understanding of career opportunities and requirements in the field of aerospace technologies.

32.01 Discuss individual interests related to a career in Aerospace Technologies.

32.02 Explore career opportunities related to Aerospace Technologies.

32.03 Explore secondary education opportunities related to Aerospace Technologies.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 1800360

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** JROTC and Military

Training > **SubSubject:** Air Force Jr ROTC >

Abbreviated Title: AF AERO SCI 4

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Science (Secondary Grades 7-12)

Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Leadership Education 1 (#1800400) 2015 - 2022 (current)

Course Standards

Name	Description
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation. Experience the responsibilities of citizens at the local, state, or federal levels.
SS.912.C.2.3:	Clarifications: Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
SS.912.C.2.5:	Conduct a service project to further the public good. Clarifications: Examples are school, community, state, national, international.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Clarifications: Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication.
SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. Clarifications: Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

GENERAL NOTES

Instructional Practices:

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

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

5. Providing extensive text-based research and writing opportunities (claims and evidence).

Additional Benchmarks Related to Career and Technical Education

(Aerospace Technologies Program):

41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

41.01 Employ leadership skills to accomplish organizational goals and objectives.

41.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

41.03 Conduct and participate in meetings to accomplish work tasks.

41.04 Employ mentoring skills to inspire and teach others.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 1800400	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Air Force Jr ROTC >
Number of Credits: One (1) credit	Abbreviated Title: LEAD ED 1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Draft - Course Pending Approval	Course Level: 2
Grade Level(s): 9,10,11,12	

Educator Certifications

Science (Secondary Grades 7-12)
Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Leadership Education 2 (#1800410) 2015 - 2022 (current)

Course Standards

Name	Description
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
HE.912.B.5.4:	Assess whether individual or collaborative decision making is needed to make a healthy decision. Clarifications: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.
HE.912.P.7.1:	Analyze the role of individual responsibility in enhancing health. Clarifications: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Clarifications: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. Clarifications: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
HE.912.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message. Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
HE.912.P.8.3:	Work cooperatively as an advocate for improving personal, family, and community health. Clarifications: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.
HE.912.P.8.4:	Adapt health messages and communication techniques to a specific target audience. Clarifications: Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation. Experience the responsibilities of citizens at the local, state, or federal levels.

SS.912.C.2.3:	Clarifications: Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
	Conduct a service project to further the public good.
SS.912.C.2.5:	Clarifications: Examples are school, community, state, national, international.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
	Analyze the impact of citizen participation as a means of achieving political and social change.
SS.912.C.2.8:	Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.

General Course Information and Notes

GENERAL NOTES

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Aerospace Technologies Program):

41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

41.01 Employ leadership skills to accomplish organizational goals and objectives.

41.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

41.03 Conduct and participate in meetings to accomplish work tasks.

41.04 Employ mentoring skills to inspire and teach others.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 1800410

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** JROTC and Military

Training > **SubSubject:** Air Force Jr ROTC >

Abbreviated Title: LEAD ED 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Educator Certifications

Science (Secondary Grades 7-12)

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Military Training Transfer (#1800990) 2015 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 1800990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Military Training >
Abbreviated Title: MILITARY TRAN
Course Length: Not Applicable

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Army: Leadership Education and Training

1 (#1801300) 2015 - 2022 (current)

Course Standards

Name	Description
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. Clarifications: Examples are thematic, contour, and dot-density.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LAFS.910.SL.1.1:	<p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
PE.912.L.3.2:	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p>Clarifications: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	<p>Design a personal fitness program.</p> <p>Clarifications: Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
MAFS.912.S-ID.1.2:	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★</p> <p>Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army Junior Reserve Officer Training Corps (JROTC). The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives

- 04.01 Employ leadership skills to accomplish organizational goals and objectives.
- 04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
- 04.03 Conduct and participate in meetings to accomplish work tasks.
- 04.04 Employ mentoring skills to inspire and teach others.
- 04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
- 04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
- 04.07 Identify and document workplace performance goals and monitor progress toward those goals.
- 04.08 Conduct technical research to gather information necessary for decision-making.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 1801300

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** JROTC and Military

Training > **SubSubject:** Army Jr ROTC >

Abbreviated Title: AR LEAD ED/TRAIN 1

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Army: Leadership Education and Training

2 (#1801310) 2015 - 2022 (current)

Course Standards

Name	Description
SS.912.A.3.2:	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.3:	<p>Compare the first and second Industrial Revolutions in the United States.</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Examples may include, but are not limited to, trade, development of new industries.</p>
SS.912.A.4.5:	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p>Clarifications: Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.1:	<p>Examine causes, course, and consequences of World War II on the United States and the world.</p> <p>Clarifications: Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.5:	<p>Explain the impact of World War II on domestic government policy.</p> <p>Clarifications: Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p>Clarifications: Examples are thematic, contour, and dot-density.</p>
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental</p>

	screenings; regular physical activity, and workplace safety.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. Clarifications: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program. Clarifications: Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

GENERAL NOTES

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 1. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of managements. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teachers the role of political parties in the election process.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives

04.01 Employ leadership skills to accomplish organizational goals and objectives.

04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

04.07 Identify and document workplace performance goals and monitor progress toward those goals. 04.08 Conduct technical research to gather information necessary for decision-making.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 1801310

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** JROTC and Military

Training > **SubSubject:** Army Jr ROTC >

Abbreviated Title: AR LEAD ED/TRAIN 2

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Army: Leadership Education and Training

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Course Standards

Name	Description
SS.912.A.4.5:	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p>Clarifications: Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.E.1.15:	<p>Describe the risk and return profiles of various investment vehicles and the importance of diversification.</p> <p>Clarifications: Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</p>
SS.912.E.2.11:	<p>Assess the economic impact of negative and positive externalities on the local, state, and national environment.</p> <p>Clarifications: Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p>Clarifications: Examples are thematic, contour, and dot-density.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p> <p>Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather,</p>

	air, and water conditions.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. Clarifications: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program. Clarifications: Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

GENERAL NOTES

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 2. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives

04.01 Employ leadership skills to accomplish organizational goals and objectives.

04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

04.07 Identify and document workplace performance goals and monitor progress toward those goals.

04.08 Conduct technical research to gather information necessary for decision-making.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 1801320

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** JROTC and Military

Training > **SubSubject:** Army Jr ROTC >

Abbreviated Title: AR LEAD ED/TRAIN 3

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Army: Leadership Education and Training 4 (#1801330) 2015 - 2022 (current)

Course Standards

Name	Description
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Clarifications: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p> <p>Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
HE.912.C.2.2:	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p>Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
SS.912.A.1.2:	<p>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</p> <p>Clarifications: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</p>
SS.912.A.6.1:	<p>Examine causes, course, and consequences of World War II on the United States and the world.</p> <p>Clarifications: Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.5:	<p>Explain the impact of World War II on domestic government policy.</p> <p>Clarifications: Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p>

	This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. Clarifications: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program. Clarifications: Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 3. This course focuses on creating a positive leadership situation, negotiating, decision making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they

affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on local governments are also included.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives

04.01 Employ leadership skills to accomplish organizational goals and objectives.

04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

04.07 Identify and document workplace performance goals and monitor progress toward those goals.

04.08 Conduct technical research to gather information necessary for decision-making.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 1801330

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** JROTC and Military

Training > **SubSubject:** Army Jr ROTC >

Abbreviated Title: AR LEAD ED/TRAIN 4

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Naval Science 1 (#1802300) 2015 - 2022 (current)

Course Standards

Name	Description
SS.912.A.2.1:	<p>Review causes and consequences of the Civil War.</p> <p>Clarifications: Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.2.2:	<p>Assess the influence of significant people or groups on Reconstruction.</p> <p>Clarifications: Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.2:	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.3:	<p>Compare the first and second Industrial Revolutions in the United States.</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p> <p>Examples may include, but are not limited to, trade, development of new industries.</p>
SS.912.A.4.5:	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p>Clarifications: Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p>Clarifications: Examples are thematic, contour, and dot-density.</p>
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
PE.912.L.3.2:	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p>Clarifications: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	<p>Design a personal fitness program.</p> <p>Clarifications: Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

PE.912.R.6.1:	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course will also enable students to develop appreciation for the heritage and traditions of America, to recognize the importance of the role of sea power in America's future, and to develop a sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level.

Special Notes:

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives

04.01 Employ leadership skills to accomplish organizational goals and objectives.

04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

04.07 Identify and document workplace performance goals and monitor progress toward those goals.

04.08 Conduct technical research to gather information necessary for decision-making.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 1802300

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Course Path: **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** JROTC and Military

Training > **SubSubject:** Navy Jr ROTC >

Abbreviated Title: NAVAL SCI 1

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Naval Science 2 (#1802310) 2015 - 2022 (current)

Course Standards

Name	Description
SS.912.A.3.2:	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.3:	<p>Compare the first and second Industrial Revolutions in the United States.</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Examples may include, but are not limited to, trade, development of new industries.</p>
SS.912.A.4.5:	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p>Clarifications: Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p>Clarifications: Examples are thematic, contour, and dot-density.</p>
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SC.912.E.5.2:	Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.
SC.912.E.6.4:	Analyze how specific geologic processes and features are expressed in Florida and elsewhere.
SC.912.E.6.5:	Describe the geologic development of the present day oceans and identify commonly found features.
SC.912.E.7.2:	Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator.
SC.912.L.17.2:	Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.
SC.912.L.17.3:	Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.
SC.912.P.10.1:	Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of

LAFS.910.SL.1.1:	alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to engender a sound appreciation of the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future. This course will also enable students to develop a sense of pride in his/her organization, associates, and self. This course will further enable students to develop understanding of maritime geography as it relates to our natural resources, land forms, climate, soil, bodies of water, people, governments, the military, and geopolitics.

Special Notes:

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives

04.01 Employ leadership skills to accomplish organizational goals and objectives.

04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

04.07 Identify and document workplace performance goals and monitor progress toward those goals.

04.08 Conduct technical research to gather information necessary for decision-making.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 1802310

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** JROTC and Military

Training > **SubSubject:** Navy Jr ROTC >

Abbreviated Title: NAVAL SCI 2

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Naval Science 3 (#1802320) 2015 - 2022 (current)

Course Standards

Name	Description
SS.912.A.3.2:	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.3:	<p>Compare the first and second Industrial Revolutions in the United States.</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p> <p>Examples may include, but are not limited to, trade, development of new industries.</p>
SS.912.A.4.5:	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p>Clarifications: Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p>Clarifications: Examples are thematic, contour, and dot-density.</p>
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SC.912.E.6.5:	Describe the geologic development of the present day oceans and identify commonly found features.
SC.912.E.7.2:	Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator.
SC.912.E.7.4:	Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.
SC.912.E.7.7:	Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.
SC.912.L.17.2:	Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.
SC.912.L.17.3:	Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.
SC.912.P.10.1:	Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to further develop understanding the importance of sea power and national security, naval operations and support functions, military law, international law, and the sea. This course will also enable students to develop understanding of the technical area of naval science study.

Special Notes:

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education (Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives

04.01 Employ leadership skills to accomplish organizational goals and objectives.

04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

04.07 Identify and document workplace performance goals and monitor progress toward those goals.

04.08 Conduct technical research to gather information necessary for decision-making.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 1802320

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** JROTC and Military

Training > **SubSubject:** Navy Jr ROTC >

Abbreviated Title: NAVAL SCI 3

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Naval Science 4 (#1802330) 2015 - 2022 (current)

Course Standards

Name	Description
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. Clarifications: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.P.8.3:	Work cooperatively as an advocate for improving personal, family, and community health. Clarifications: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels. Clarifications: Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

	Conduct a service project to further the public good.
SS.912.C.2.5:	Clarifications: Examples are school, community, state, national, international.
	Analyze the impact of citizen participation as a means of achieving political and social change.
SS.912.C.2.8:	Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop leadership skills including knowledge of individual needs and group dynamics, leadership principles and responsibilities, and effective communication strategies.

Special Notes:

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Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives

04.01 Employ leadership skills to accomplish organizational goals and objectives.

04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

04.07 Identify and document workplace performance goals and monitor progress toward those goals.

04.08 Conduct technical research to gather information necessary for decision-making.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 1802330

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** JROTC and Military

Training > **SubSubject:** Navy Jr ROTC >

Abbreviated Title: NAVAL SCI 4

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Marine Corps: Leadership Education 1 (#1803300) 2015 - 2022

(current)

Course Standards

Name	Description
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.5:	Conduct a service project to further the public good. Clarifications: Examples are school, community, state, national, international.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. Clarifications: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program. Clarifications: Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop a broad range of basic skills and knowledge, with opportunities for total development in leadership. This course further enables students to develop positive attitudes, good citizenship, and patriotism through character-building activities. The Marine Corps Junior Reserve Officer Training Corps (JROTC) provides military instruction in a learning environment useful to students in a future military or civilian career.

Special Notes:

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives

- 04.01 Employ leadership skills to accomplish organizational goals and objectives.
- 04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
- 04.03 Conduct and participate in meetings to accomplish work tasks.
- 04.04 Employ mentoring skills to inspire and teach others.
- 04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
- 04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
- 04.07 Identify and document workplace performance goals and monitor progress toward those goals.
- 04.08 Conduct technical research to gather information necessary for decision-making.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 1803300

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** JROTC and Military
Training > **SubSubject:** Marine Corps Jr ROTC >

Abbreviated Title: MC LEAD ED 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Marine Corps: Leadership Education 2 (#1803310) 2015 - 2022

(current)

Course Standards

Name	Description
SS.912.A.7.2:	<p>Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.15:	<p>Analyze the effects of foreign and domestic terrorism on the American people.</p> <p>Clarifications: Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.5:	<p>Conduct a service project to further the public good.</p> <p>Clarifications: Examples are school, community, state, national, international.</p>
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Clarifications: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>

HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. Clarifications: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program. Clarifications: Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop a broad range of intermediate level skills and knowledge, with opportunities for total development in leadership. This course enables students to develop positive attitudes, good citizenship, and patriotism through character-building activities. The Marine Corps Junior Reserve Officer Training Corps (JROTC) provides military instruction in a learning environment useful to students in a future military or civilian career.

Special Notes:

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives

- 04.01 Employ leadership skills to accomplish organizational goals and objectives.
- 04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
- 04.03 Conduct and participate in meetings to accomplish work tasks.
- 04.04 Employ mentoring skills to inspire and teach others.
- 04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
- 04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
- 04.07 Identify and document workplace performance goals and monitor progress toward those goals.
- 04.08 Conduct technical research to gather information necessary for decision-making.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level

words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/S1.pdf

GENERAL INFORMATION

Course Number: 1803310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Marine Corps Jr ROTC >

Abbreviated Title: MC LEAD ED 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Marine Corps: Leadership Education 3 (#1803320) 2015 - 2022

(current)

Course Standards

Name	Description
SS.912.A.7.2:	<p>Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.15:	<p>Analyze the effects of foreign and domestic terrorism on the American people.</p> <p>Clarifications: Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.5:	<p>Conduct a service project to further the public good.</p> <p>Clarifications: Examples are school, community, state, national, international.</p>
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>

HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. Clarifications: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program. Clarifications: Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
MAFS.912.S-IC.2.6:	Evaluate reports based on data. ★
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop a broad range of advanced skills and knowledge, with opportunities for total development in leadership. This course further enables students to develop good citizenship, self-discipline, and respect for constituted authority through character-building activities. The Marine Corps Junior Reserve Officer Training Corps (JROTC) provides military instruction in a learning environment useful to students in a future military or civilian career.

Special Notes:

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives

- 04.01 Employ leadership skills to accomplish organizational goals and objectives.
- 04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
- 04.03 Conduct and participate in meetings to accomplish work tasks.
- 04.04 Employ mentoring skills to inspire and teach others.
- 04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
- 04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
- 04.07 Identify and document workplace performance goals and monitor progress toward those goals.
- 04.08 Conduct technical research to gather information necessary for decision-making.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

GENERAL INFORMATION

Course Number: 1803320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Marine Corps Jr ROTC >

Abbreviated Title: MC LEAD ED 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Marine Corps: Leadership Education 4 (#1803330) 2015 - 2022

(current)

Course Standards

Name	Description
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Clarifications: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Clarifications: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Clarifications: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.4:	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Clarifications: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.C.2.2:	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p>Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
SS.912.A.7.2:	<p>Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.</p> <p>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.5:	<p>Conduct a service project to further the public good.</p> <p>Clarifications: Examples are school, community, state, national, international.</p>
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10

	<p>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.SL.1.1:	
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
PE.912.L.3.2:	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p>Clarifications: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	<p>Design a personal fitness program.</p> <p>Clarifications: Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
MAFS.912.S-IC.2.6:	Evaluate reports based on data. ★
MAFS.912.S-ID.1.2:	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★</p> <p>Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop a broad range of advanced skills and knowledge, with opportunities for total development in leadership. This course enables students to develop good citizenship, self-discipline, and respect for constituted authority through character-building activities. The Marine Corps Junior Reserve Officer Training Corps (JROTC) provides military instruction in a learning environment useful to students in a future military or civilian career.

Special Notes:

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives

- 04.01 Employ leadership skills to accomplish organizational goals and objectives.
- 04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
- 04.03 Conduct and participate in meetings to accomplish work tasks.
- 04.04 Employ mentoring skills to inspire and teach others.
- 04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
- 04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
- 04.07 Identify and document workplace performance goals and monitor progress toward those goals.
- 04.08 Conduct technical research to gather information necessary for decision-making.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 1803330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Marine Corps Jr ROTC > **Abbreviated Title:** MC LEAD ED 4

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Leadership Skills Development (#2400300) 2020 - 2022 (current)

Course Standards

Name	Description
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.912.C.2.3:	Clarifications: Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
	Conduct a service project to further the public good.
SS.912.C.2.5:	Clarifications: Examples are school, community, state, national, international.
	Analyze the impact of citizen participation as a means of achieving political and social change.
SS.912.C.2.8:	Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
SS.912.C.2.9:	Clarifications: Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication.
	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
SS.912.C.2.13:	Clarifications: Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Assess whether individual or collaborative decision making is needed to make a healthy decision.
HE.912.B.5.4:	Clarifications: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.
	Examine barriers that can hinder healthy decision making.
HE.912.B.5.5:	Clarifications: Interpersonal, financial, environmental factors, and accessibility of health information.
	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.8.2:	Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
	Adapt health messages and communication techniques to a specific target audience.
HE.912.P.8.4:	Clarifications: Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

The content should include, but not be limited to, the following:

- study in self-understanding
- development in such areas as goal setting, self-actualization, and assertiveness
- study of organizational theories and management

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 2400300	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Leadership Skills Development > SubSubject: General >
Number of Credits: One (1) credit	Abbreviated Title: LEAD SKLS DEV
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Level: 2
Grade Level(s): 9,10,11,12	

Leadership Techniques Honors (#2400310) 2020 - 2022 (current)

Course Standards

Name	Description
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels. Clarifications: Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good. Conduct a service project to further the public good.
SS.912.C.2.5:	Clarifications: Examples are school, community, state, national, international.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. Analyze the impact of citizen participation as a means of achieving political and social change.
SS.912.C.2.8:	Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Clarifications: Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries. Compare different forms of business organizations.
SS.912.E.1.5:	Clarifications: Examples are sole proprietorship, partnership, corporation, limited liability corporation.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives. Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
SS.912.E.2.6:	Clarifications: Examples are electric, water, cable, waste management.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Assess whether individual or collaborative decision making is needed to make a healthy decision.
HE.912.B.5.4:	Clarifications: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message. Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
HE.912.P.8.4:	Adapt health messages and communication techniques to a specific target audience. Clarifications:

General Course Information and Notes

GENERAL NOTES

This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, data collection for project needs, evaluation of community organizations, purpose of local government, and the role of leadership in a democratic society.

The content should include, but not be limited to, the following:

- Development in areas such as self-esteem, goal setting, and character building
- Enhanced leadership skills and the ability to function in both a group setting and the community

Special Note

When this course is used to satisfy the high school character education requirement of s. 1003.42 (2) (s), Florida Statute, the following topics must be included:

- Leadership skills
- Interpersonal skills
- Research skills
- Organization skills
- Creating a résumé
- Employment interview skills
- Conflict resolution
- Workplace ethics
- Workplace law
- Stress management
- Resilience and self-motivation
- Local government purpose
- Structures of community organizations

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 2400310

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Leadership Skills

Development > **SubSubject:** General >

Abbreviated Title: LEAD TECNQS HONORS

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Leadership Strategies Honors (#2400320) 2020 - 2022 (current)

Course Standards

Name	Description
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.912.C.2.3:	Clarifications: Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good. Conduct a service project to further the public good.
SS.912.C.2.5:	Clarifications: Examples are school, community, state, national, international.
	Analyze the impact of citizen participation as a means of achieving political and social change.
SS.912.C.2.8:	Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
	Compare different forms of business organizations.
SS.912.E.1.5:	Clarifications: Examples are sole proprietorship, partnership, corporation, limited liability corporation.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.P.19.5:	Identify ways to promote mental health and physical fitness. Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
HE.912.B.3.2:	Clarifications: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.
	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.4.3:	Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
HE.912.C.1.2:	Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.2:	Clarifications: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.8.2:	Clarifications: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
	Work cooperatively as an advocate for improving personal, family, and community health.
HE.912.P.8.3:	Clarifications: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1:	<ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
MAFS.912.S-IC.2.6:	Evaluate reports based on data. ★
PE.K.M.1.5:	Use two hands to bounce and catch a large playground ball.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide formative opportunities to build on skills acquired in the Leadership Techniques course, including meetings skills, communication skills, motivational strategies, character development, group dynamics, community relations, data collection for project needs, evaluation of community organizations, purpose of local government, community service and personal and civic responsibility.

The content should include, but not be limited to, the following:

- effective project planning, execution and management
- techniques for the successful advocacy of proposed public policy changes
- mastery of organizational theories and management techniques and strategies
- analysis of community organizations' impact on the community as a whole
- construction of surveys to gather data for community needs
- analysis of survey data

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SS.pdf.

This course has been designed for the teacher to select and teach only the appropriate standards corresponding to a student’s grade level and/or instructional needs.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 2400320

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 9 to 12 and Adult
 Education Courses > **Subject:** Leadership Skills
 Development > **SubSubject:** General >

Abbreviated Title: LEAD STRATS HONORS

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Approaches to Leadership Honors (#2400330) 2020 - 2022 (current)

Course Standards

Name	Description
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p>Clarifications: Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.5:	<p>Conduct a service project to further the public good.</p> <p>Clarifications: Examples are school, community, state, national, international.</p>
SS.912.C.2.8:	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p>Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.P.19.5:	Identify ways to promote mental health and physical fitness.
DA.912.F.3.7:	<p>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</p> <p>Clarifications: e.g., collaboration, scheduling, accountability, follow-through</p>

ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. Interpret the significance of interrelationships in mental/emotional, physical, and social health.
HE.912.C.1.2:	Clarifications: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
MAFS.912.S-IC.2.6:	Evaluate reports based on data. ★
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

GENERAL NOTES

This course facilitates summative application of leadership skills formed in Leadership Strategies, emphasizing organizational management, goal-setting, communication with varied audiences, peer mediation, citizenship, data collections and analysis, conflict resolution, healthy decision-making, assertiveness, and meeting skills, stress management and strategies for self-reflection.

The content should include, but not be limited to, the following:

- study in self-reflection
- continued development in such areas as goal setting, self-actualization, and assertiveness
- practice of organizational theories and management
- evaluating the needs of local community
- supporting the connection among local governmental agencies

This course has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SS.pdf.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 2400330

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Leadership Skills

Development > **SubSubject:** General >

Abbreviated Title: APPROACH LEADER HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

M/J Library Skills/Information Literacy (MC) (#1100000) 2015 - 2022 (current)

Course Standards

Name	Description
LAFS.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RI.1.3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LAFS.6.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LAFS.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LAFS.6.RI.2.6:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LAFS.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LAFS.6.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
LAFS.6.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. <p>Standard Relation to Course: Supporting</p>
LAFS.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.RH.2.5:	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts.
LAFS.68.RST.1.2:	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.RST.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
LAFS.68.RST.2.6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
LAFS.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LAFS.68.RST.3.8:	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
LAFS.68.RST.3.9:	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
LAFS.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LAFS.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LAFS.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.7.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.7.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.7.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Standard Relation to Course: Supporting	
LAFS.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
LAFS.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LAFS.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.8.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.8.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. <p>Standard Relation to Course: Supporting</p>
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

VA.68.C.2.1: Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.

VA.68.C.2.4: Use constructive criticism as a purposeful tool for artistic growth.

Use technology skills to create an imaginative and unique work of art.

VA.68.F.1.4: **Clarifications:**
e.g., convey depth, scale

VA.68.H.3.3: Create imaginative works to include background knowledge or information from other subjects.

Clarifications:
e.g., from history, environment, literary works

VA.68.O.1.3: Combine creative and technical knowledge to produce visually strong works of art.

VA.68.O.2.2: Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.

VA.68.O.2.4: Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.

VA.68.S.1.1: Manipulate content, media, techniques, and processes to achieve communication with artistic intent.

VA.68.S.2.2: Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.

Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.

VA.68.S.3.4: **Clarifications:**
e.g., ethics, plagiarism, appropriation from the Internet and other sources

Make sense of problems and persevere in solving them.

MAFS.K12.MP.1.1: Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Standard Relation to Course: Supporting

Reason abstractly and quantitatively.

MAFS.K12.MP.2.1: Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Standard Relation to Course: Supporting

Construct viable arguments and critique the reasoning of others.

MAFS.K12.MP.3.1: Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Standard Relation to Course: Supporting

Model with mathematics.

MAFS.K12.MP.4.1: Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Standard Relation to Course: Supporting

Use appropriate tools strategically.

MAFS.K12.MP.5.1: Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify

	relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Standard Relation to Course: Supporting
	Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting
MAFS.K12.MP.6.1:	
	Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	
	Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results. Standard Relation to Course: Supporting
MAFS.K12.MP.8.1:	
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.68.F.3.2:	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.

General Course Information and Notes

GENERAL NOTES

This course covers the basics of information literacy utilizing the Florida FINDS (Focus, Investigate, Note, Develop, Score) research model. Search strategies, database and website evaluation, note taking and organization, citation formats in MLA (Modern Language Association) and APA (American Psychological Association), creation of presentation products (including the utilization of various software programs for the production of multimedia), and an understanding of the meta-cognitive reflection process are an integral part of this course.

Special Note: This course may be repeated utilizing the grade level appropriate benchmarks.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 1100000

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Library Media > **SubSubject:**

General >

Abbreviated Title: M/J LIB SKLS/IL (MC)

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6, 7, 8

Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)

M/J Library/Media Transfer (#1100220) 2015 - 2022 (current)

Course Standards

Name	Description
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 1100220

Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Library Media > **SubSubject:**
General >

Abbreviated Title: M/J LIBR/MEDIA TRAN

Course Length: Year (Y)

Course Level: 2

Course Type: Transfer Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Cambridge AICE Media Studies AS Level (#1100460) 2014 -

And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1100460

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Library Media >

SubSubject: General >

Abbreviated Title: AICE MEDIASTUDIES AS

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

English (Grades 6-12)

Journalism (Grades 6-12)

Cambridge AICE Media Studies A Level (#1100470) 2014 - And

Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit www.cambridge.org/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1100470

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Library Media > **SubSubject:** General >

Number of Credits: One (1) credit

Abbreviated Title: AICE MEDIA STUDIES A

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Educator Certifications

English (Grades 6-12)

Journalism (Grades 6-12)

Library/Media Transfer (#1100990) 2015 - 2022 (current)

Course Standards

Name	Description
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 1100990

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Library Media >
SubSubject: General >
Abbreviated Title: LIB/MED TRAN
Course Length: Not Applicable

Course Type: Transfer Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Library Skills/Information Literacy Kindergarten (#5011000) 2016 - And Beyond (current)

Course Standards

Name	Description
LAFS.K.RI.1.1:	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RI.1.2:	With prompting and support, identify the main topic and retell key details of a text.
LAFS.K.RI.2.4:	With prompting and support, ask and answer questions about unknown words in a text.
LAFS.K.RI.2.5:	Identify the front cover, back cover, and title page of a book.
LAFS.K.RI.2.6:	With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LAFS.K.RI.3.7:	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LAFS.K.RI.3.9:	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LAFS.K.RL.1.1:	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RL.1.2:	With prompting and support, retell familiar stories, including key details.
LAFS.K.RL.1.3:	With prompting and support, identify characters, settings, and major events in a story.
LAFS.K.RL.2.4:	With prompting and support, ask and answer questions about unknown words in a text.
LAFS.K.RL.2.5:	Recognize common types of texts (e.g., storybooks, poems).
LAFS.K.RL.2.6:	With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.
LAFS.K.RL.3.7:	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LAFS.K.RL.3.9:	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LAFS.K.SL.1.1:	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
LAFS.K.SL.1.2:	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LAFS.K.SL.2.5:	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LAFS.K.SL.2.6:	Speak audibly and express thoughts, feelings, and ideas clearly.
LAFS.K.W.1.1:	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LAFS.K.W.1.2:	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LAFS.K.W.2.6:	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.K.W.3.7:	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LAFS.K.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LAFS.K12.R.2.6:	Assess how point of view or purpose shapes the content and style of a text.
LAFS.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LAFS.K12.R.3.9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.K12.SL.1.1:	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LAFS.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LAFS.K12.SL.2.5:	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LAFS.K12.W.2.6:	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LAFS.K12.W.3.7:	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LAFS.K12.W.3.8:	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Develop an awareness of a primary source.
SS.K.A.1.2:	Clarifications: Examples may include, but are not limited to, photographs, a letter from a grandparent, or other artifacts.
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. Clarifications: Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.
SS.K.C.2.1:	Demonstrate the characteristics of being a good citizen. Clarifications: Examples are taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.

	Describe fair ways for groups to make decisions.
SS.K.C.2.3:	Clarifications: Examples are voting, taking turns, and coming to an agreement.
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.N.1.1:	Collaborate with a partner to collect information.
SC.K.N.1.4:	Observe and create a visual representation of an object which includes its major features.
HE.K.B.3.2:	Recognize school and community health helpers. Clarifications: Fire, police, medical, and school personnel.
HE.K.B.4.3:	Identify the appropriate responses to unwanted and threatening situations. Clarifications: Tell a trusted adult, police officer, and/or parent; seek safety and run for help.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

General Course Information and Notes

GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course Kindergarten students will explore and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSSS) that are most relevant to the course. Appropriate correlations will also be made with ISTE, FINDS, READS and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

Course Number: 5011000

Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Library Media > **SubSubject:**
Library Media >
Abbreviated Title: LIB SKLS/INFO LIT K

Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)

Library Skills/Information Literacy Grade 1 (#5011010)

2016 - And Beyond (current)

Course Standards

Name	Description
LAFS.1.RI.1.1:	Ask and answer questions about key details in a text.
LAFS.1.RI.1.2:	Identify the main topic and retell key details of a text.
LAFS.1.RI.2.4:	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LAFS.1.RI.2.5:	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LAFS.1.RI.2.6:	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LAFS.1.RI.3.7:	Use the illustrations and details in a text to describe its key ideas.
LAFS.1.RI.3.9:	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LAFS.1.RL.1.1:	Ask and answer questions about key details in a text.
LAFS.1.RL.1.2:	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LAFS.1.RL.1.3:	Describe characters, settings, and major events in a story, using key details.
LAFS.1.RL.2.4:	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LAFS.1.RL.2.5:	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LAFS.1.RL.2.6:	Identify who is telling the story at various points in a text.
LAFS.1.RL.3.7:	Use illustrations and details in a story to describe its characters, setting, or events.
LAFS.1.RL.3.9:	Compare and contrast the adventures and experiences of characters in stories.
LAFS.1.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
LAFS.1.SL.1.2:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.SL.1.3:	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LAFS.1.SL.2.5:	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LAFS.1.W.1.2:	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LAFS.1.W.2.6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.1.W.3.7:	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
LAFS.1.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LAFS.K12.R.2.6:	Assess how point of view or purpose shapes the content and style of a text.
LAFS.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LAFS.K12.R.3.9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.K12.SL.1.1:	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LAFS.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LAFS.K12.SL.2.5:	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LAFS.K12.SL.2.6:	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.K12.W.3.7:	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LAFS.K12.W.3.8:	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
SS.1.A.1.1:	Develop an understanding of a primary source. <div style="border: 1px solid black; padding: 5px;">Clarifications: Examples may include, but are not limited to, pictures, letters, audio/video recordings, and other artifacts.</div>
SS.1.A.1.2:	Understand how to use the media center/other sources to find answers to questions about a historical topic. <div style="border: 1px solid black; padding: 5px;">Clarifications: Examples may include, but are not limited to, databases, audio or video recordings, and books.</div>
SS.1.A.2.4:	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility. <div style="border: 1px solid black; padding: 5px;">Clarifications: Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.</div>
SS.1.C.2.2:	Describe the characteristics of responsible citizenship in the school community. <div style="border: 1px solid black; padding: 5px;">Clarifications: Examples are follow rules, care about the environment, and respect others.</div>
HE.1.B.3.2:	Identify trusted adults and professionals who can help promote health. <div style="border: 1px solid black; padding: 5px;">Clarifications:</div>

	Parent, teacher, coach, counselor, and school nurse.
HE.1.B.4.3:	Describe ways to respond when in an unwanted, threatening, or dangerous situation. Clarifications: Leave, tell a trusted adult, and say "no."
HE.1.C.2.2:	Explore the ways that a friend would act in a variety of situations. Clarifications: Is a good listener, doesn't ask you to do anything that would hurt you, and takes turns and shares.
SC.1.N.1.1:	Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.
SC.1.N.1.4:	Ask "how do you know?" in appropriate situations.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.5.1:	
VA.1.F.3.2:	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills. Clarifications: e.g., set-up, clean-up, use of materials

General Course Information and Notes

GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course first grade students will experiment with and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. They will experiment with presentation formats to convey meaning and understanding. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSSS) that are most relevant to this course. Appropriate correlations will also be made with ISTE, FINDS, READS, and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

Course Number: 5011010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Library Media > **SubSubject:** Library Media >
Abbreviated Title: LIB SKLS/INFO LIT 1
Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 1

Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)

Library Skills/Information Literacy Grade 2 (#5011020)

2016 - And Beyond (current)

Course Standards

Name	Description
LAFS.2.RI.1.1:	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LAFS.2.RI.1.2:	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LAFS.2.RI.2.4:	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LAFS.2.RI.2.5:	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LAFS.2.RI.2.6:	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LAFS.2.RI.3.7:	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LAFS.2.RI.3.9:	Compare and contrast the most important points presented by two texts on the same topic.
LAFS.2.RL.1.1:	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LAFS.2.RL.1.2:	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LAFS.2.RL.1.3:	Describe how characters in a story respond to major events and challenges.
LAFS.2.RL.2.4:	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LAFS.2.RL.2.5:	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
LAFS.2.RL.2.6:	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LAFS.2.RL.3.7:	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LAFS.2.RL.3.9:	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
LAFS.2.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
LAFS.2.SL.1.2:	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS.2.SL.1.3:	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LAFS.2.SL.2.5:	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LAFS.2.W.2.6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.2.W.3.7:	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LAFS.2.W.3.8:	Recall information from experiences or gather information from provided sources to answer a question.
LAFS.K12.R.2.6:	Assess how point of view or purpose shapes the content and style of a text.
LAFS.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LAFS.K12.R.3.9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.K12.SL.1.1:	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LAFS.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LAFS.K12.SL.2.5:	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LAFS.K12.W.2.6:	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LAFS.K12.W.3.7:	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LAFS.K12.W.3.8:	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
HE.2.B.3.2:	Select trusted adults and professionals who can help promote health.
HE.2.B.3.2:	Clarifications: Family members, educators, and environmentalists.
HE.2.B.4.3:	Demonstrate ways to respond to unwanted, threatening, or dangerous situations.
HE.2.B.4.3:	Clarifications: Role playing: "How to tell a trusted adult or how to leave a dangerous situation safely."
HE.2.C.2.2:	Describe how friends' health practices influence health behaviors of others.
HE.2.C.2.2:	Clarifications: Telling the truth, treating others with respect, and being tobacco-free.
SC.2.N.1.1:	Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.
SC.2.N.1.3:	Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.
SC.2.N.1.4:	Explain how particular scientific investigations should yield similar conclusions when repeated.

	Examine primary and secondary sources.
SS.2.A.1.1:	Clarifications: Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.
SS.2.A.1.2:	Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.
	Define and apply the characteristics of responsible citizenship.
SS.2.C.2.2:	Clarifications: Examples are respect, responsibility, participation, self-reliance, patriotism, and honesty.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.5.1:	
VA.2.F.3.3:	Use time effectively while focused on art production to show early development of 21st-century skills.

General Course Information and Notes

GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course second grade students will experiment with and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. They will experiment with presentation formats to convey meaning and understanding. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSSS) that are most relevant to this course. Appropriate correlations will also be made with ISTE, FINDS, READS, and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

Course Number: 5011020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Library Media > **SubSubject:** Library Media >

Abbreviated Title: LIB SKLS/INFO LIT 2

Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 2

Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)

Library Skills/Information Literacy Grade 3 (#5011030) 2016 - And Beyond (current)

Course Standards

Name	Description
LAFS.3.RI.1.1:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RI.1.2:	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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.
LAFS.3.RI.2.5:	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LAFS.3.RI.3.7:	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LAFS.3.RI.3.9:	Compare and contrast the most important points and key details presented in two texts on the same topic.
LAFS.3.RL.1.1:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RL.1.2:	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
LAFS.3.RL.1.3:	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
LAFS.3.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LAFS.3.RL.3.7:	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LAFS.3.RL.3.9:	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
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. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.
LAFS.3.SL.1.2:	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.SL.1.3:	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LAFS.3.SL.2.5:	Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.
LAFS.3.W.2.6:	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
LAFS.3.W.3.7:	Conduct short research projects that build knowledge about a topic.
LAFS.3.W.3.8:	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LAFS.K12.R.2.6:	Assess how point of view or purpose shapes the content and style of a text.
LAFS.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LAFS.K12.R.3.9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.K12.SL.1.1:	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LAFS.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LAFS.K12.SL.2.5:	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LAFS.K12.W.2.6:	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LAFS.K12.W.3.7:	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LAFS.K12.W.3.8:	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
HE.3.B.3.1:	Locate resources from home, school, and community that provide valid health information. Clarifications: Internet, media, television, radio, brochures, books, professional interviews, hospital, and Department of Health.
HE.3.B.4.2:	Demonstrate refusal skills that avoid or reduce health risks. Clarifications: Making clear statements, expressing feelings, asking for help, and learning how to say "no."
HE.3.C.2.6:	Discuss the positive and negative impacts technology may have on health. Clarifications: Positives: calling 911, using a pedometer, playing electronic, interactive video games that promote physical activity, medical advances, and

	collaboration. Negatives: video games that do not promote physical activity, violent video/computer, games, and misuse/overuse cell phone/texting.
SS.3.A.1.1:	Analyze primary and secondary sources. Clarifications: Examples may include, but are not limited to, artifacts, photographs, paintings, maps, images, documents, audio and video recordings.
SS.3.A.1.2:	Utilize technology resources to gather information from primary and secondary sources.
SS.3.C.2.1:	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. Clarifications: Examples are food drives, book drives, community, clean-up, voting.
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.
SC.3.N.1.6:	Infer based on observation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

General Course Information and Notes

GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course third grade students will experiment with and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. They will experiment with presentation formats to convey meaning and understanding. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSSS) that are most relevant to this course. Appropriate correlations will also be made with ISTE, FINDS, READS, and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

Course Number: 5011030

Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Library Media > **SubSubject:**
Library Media >

Abbreviated Title: LIB SKLS/INFO LIT 3

Course Length: Year (Y)

Course Status: Course Approved

Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)

Library Skills/Information Literacy 4 (#5011040) 2016 - And Beyond

(current)

Course Standards

Name	Description
LAFS.4.RI.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RI.1.2:	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LAFS.4.RI.2.4:	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LAFS.4.RI.2.6:	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LAFS.4.RI.3.7:	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LAFS.4.RI.3.9:	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LAFS.4.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LAFS.4.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
LAFS.4.RL.3.7:	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
LAFS.4.RL.3.9:	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LAFS.4.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LAFS.4.SL.1.2:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.1.3:	Identify the reasons and evidence a speaker provides to support particular points.
LAFS.4.SL.2.5:	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LAFS.4.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LAFS.4.W.3.7:	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LAFS.4.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LAFS.K12.R.2.6:	Assess how point of view or purpose shapes the content and style of a text.
LAFS.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LAFS.K12.R.3.9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.K12.SL.1.1:	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LAFS.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LAFS.K12.SL.2.5:	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LAFS.K12.W.2.6:	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LAFS.K12.W.3.7:	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LAFS.K12.W.3.8:	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
HE.4.B.4.2:	Identify refusal skills and negotiation skills that avoid or reduce health risks. Clarifications: Expressing feelings, offering alternatives, and reporting danger.
HE.4.C.2.2:	Explain the important role that friends/peers may play in health practices and behaviors. Clarifications: Recognizing and avoiding bullying behavior, choosing not to use tobacco products or inhalants, and recognizing differences between positive and negative peer pressure.
HE.4.C.2.5:	Explain how media influences personal thoughts, feelings, and health behaviors. Clarifications: Insidious marketing/product placement, branding, and anti-drug campaigns.
HE.4.C.2.6:	Explain how technology influences personal thoughts, feelings, and health behaviors. Clarifications:

	Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.
HE.4.P.7.2:	Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks. Clarifications: Avoid tobacco/alcohol products, brush and floss teeth, participate in regular physical activity, and report bullying.
SS.4.A.1.1:	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history. Clarifications: Examples may include, but are not limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles, etc.
SS.4.A.1.2:	Synthesize information related to Florida history through print and electronic media. Clarifications: Examples may include, but are not limited to, encyclopedias, atlases, newspapers, websites, databases, audio, video, etc.
SS.4.C.2.3:	Explain the importance of public service, voting, and volunteerism.
SS.4.FL.6.3:	Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk. Clarifications: Draw a poster depicting an age-appropriate activity (e.g., owning and riding a bicycle) that illustrates how to avoid risk of harm or loss (not riding the bike) or how to reduce the chance of a bad event (riding in a safe manner) and potential harm of the bad event (wearing a bike helmet).
SC.4.N.1.1:	Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.
SC.4.N.3.1:	Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
VA.4.F.3.3:	Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.

General Course Information and Notes

GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course fourth grade students will explore and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSSS) that are most relevant to the course. Appropriate correlations will also be made with ISTE, FINDS, READS and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

Course Number: 5011040

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Library Media > **SubSubject:**

Library Media >

Abbreviated Title: LIB SKLS/INFO LIT 4

Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 4

Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)

Library Skills/Information Literacy Grade 5 (#5011050) 2016 - And Beyond (current)

Course Standards

Name	Description
LAFS.5.RI.1.1:	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RI.1.2:	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LAFS.5.RI.2.4:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LAFS.5.RI.2.6:	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LAFS.5.RI.3.7:	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LAFS.5.RI.3.9:	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LAFS.5.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
LAFS.5.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LAFS.5.RL.3.7:	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LAFS.5.RL.3.9:	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LAFS.5.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LAFS.5.SL.1.2:	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3:	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LAFS.5.SL.2.5:	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LAFS.5.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LAFS.5.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LAFS.K12.R.2.6:	Assess how point of view or purpose shapes the content and style of a text.
LAFS.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LAFS.K12.R.3.9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.K12.SL.1.1:	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LAFS.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LAFS.K12.SL.2.5:	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LAFS.K12.W.2.6:	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LAFS.K12.W.3.7:	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LAFS.K12.W.3.8:	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
HE.5.B.4.2:	Discuss refusal skills and negotiation skills that avoid or reduce health risks. Clarifications: States desires clearly, offer alternative, use "I" messages, and role play.
HE.5.B.4.3:	Illustrate effective conflict resolution strategies. Clarifications: Expressing emotions, listening, and using body language.
HE.5.B.5.1:	Describe circumstances that can help or hinder healthy decision making. Clarifications: Peer pressure, bullying, substance abuse, and stress.
HE.5.B.5.3:	Compare the potential short-term impact of each option on self and others when making a health-related decision. Clarifications: Bullying intervention, practicing positive character traits, and substance abuse.
HE.5.B.5.4:	Select a healthy option when making decisions for yourself and/or others. Clarifications:

	Report bullying, resolve conflicts, and use safety equipment.
HE.5.C.2.2:	Predict how friends/peers may influence various health practices of children. Clarifications: Peer pressure to smoke, pressure to cheat, and decision to stand up for someone being bullied.
HE.5.C.2.6:	Describe ways that technology can influence family health behaviors. Clarifications: Seat belt alarms, carbon-monoxide detectors, microwave ovens, and clever advertising.
SS.5.A.1.1:	Use primary and secondary sources to understand history. Clarifications: Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs. Examples of all of these forms of primary sources may be found on various websites such as the site for The Kinsey Collection.
SS.5.A.1.2:	Utilize timelines to identify and discuss American History time periods.
SS.5.C.2.4:	Evaluate the importance of civic responsibilities in American democracy. Clarifications: Examples are respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
SC.5.N.2.2:	Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.
VA.5.F.3.4:	Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills. Clarifications: e.g., reasonable timeframe established by teacher, adjusted as needed

General Course Information and Notes

GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course fifth grade students will experiment with and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. They will experiment with presentation formats to convey meaning and understanding. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSSS) that are most relevant to this course. Appropriate correlations will also be made with ISTE, FINDS, READS, and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

Course Number: 5011050

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Library Media > **SubSubject:**
Library Media >

Abbreviated Title: LIB SKLS/INFO LIT 5

Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 5

Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)

M/J Mathematics Transfer (#1200220) 2015 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 1200220

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Mathematics > **SubSubject:**
General Mathematics >

Abbreviated Title: M/J MATH TRAN

Course Length: Year (Y)

Course Type: Transfer Course

Course Status: Course Approved

Grade Level(s): 6,7,8

Algebra 1 (#1200310) 2015 - 2022 (current)

Course Standards

Name	Description
MAFS.912.A-APR.1.1:	<p>Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>Clarifications: Algebra 1 - Fluency Recommendations</p> <p>Fluency in adding, subtracting, and multiplying polynomials supports students throughout their work in algebra, as well as in their symbolic work with functions. Manipulation can be more mindful when it is fluent.</p>
MAFS.912.A-APR.2.3:	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
MAFS.912.A-CED.1.1:	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★
MAFS.912.A-CED.1.2:	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★
MAFS.912.A-CED.1.3:	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. ★
MAFS.912.A-CED.1.4:	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i> ★
MAFS.912.A-REI.1.1:	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
MAFS.912.A-REI.2.3:	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
MAFS.912.A-REI.2.4:	<p>Solve quadratic equations in one variable.</p> <ol style="list-style-type: none"> Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.
MAFS.912.A-REI.3.5:	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
MAFS.912.A-REI.3.6:	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
MAFS.912.A-REI.4.10:	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
MAFS.912.A-REI.4.11:	Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★
MAFS.912.A-REI.4.12:	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
MAFS.912.A-SSE.1.1:	<p>Interpret expressions that represent a quantity in terms of its context. ★</p> <ol style="list-style-type: none"> Interpret parts of an expression, such as terms, factors, and coefficients. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.
MAFS.912.A-SSE.1.2:	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.
MAFS.912.A-SSE.2.3:	<p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★</p> <ol style="list-style-type: none"> Factor a quadratic expression to reveal the zeros of the function it defines. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.
MAFS.912.F-BF.1.1:	<p>Write a function that describes a relationship between two quantities. ★</p> <ol style="list-style-type: none"> Determine an explicit expression, a recursive process, or steps for calculation from a context. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.

MAFS.912.F-BF.2.3:	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
MAFS.912.F-IF.1.1:	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
MAFS.912.F-IF.1.2:	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
MAFS.912.F-IF.1.3:	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.
MAFS.912.F-IF.2.4:	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★
MAFS.912.F-IF.2.5:	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble engines in a factory, then the positive integers would be an appropriate domain for the function. ★
MAFS.912.F-IF.2.6:	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★
MAFS.912.F-IF.3.7:	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★ a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.
MAFS.912.F-IF.3.8:	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$; $y = (0.97)^t$; $y = (1.01)^{2t}$; $y = (1.2)^{\frac{t}{10}}$, and classify them as representing exponential growth or decay.
MAFS.912.F-IF.3.9:	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
MAFS.912.F-LE.1.1:	Distinguish between situations that can be modeled with linear functions and with exponential functions. ★ a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
MAFS.912.F-LE.1.2:	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). ★
MAFS.912.F-LE.1.3:	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. ★
MAFS.912.F-LE.2.5:	Interpret the parameters in a linear or exponential function in terms of a context. ★
MAFS.912.N-Q.1.1:	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★
MAFS.912.N-Q.1.2:	Define appropriate quantities for the purpose of descriptive modeling. ★ Clarifications: Algebra 1 Content Notes: Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.
MAFS.912.N-Q.1.3:	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★
MAFS.912.N-RN.1.1:	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{\frac{1}{3}}$ to be the cube root of 5 because we want $(5^{\frac{1}{3}})^3 = 5^{\frac{1}{3} \cdot 3}$ to hold, so $(5^{\frac{1}{3}})^3$ must equal 5.
MAFS.912.N-RN.1.2:	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
MAFS.912.N-RN.2.3:	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
MAFS.912.S-ID.1.1:	Represent data with plots on the real number line (dot plots, histograms, and box plots). ★ Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

MAFS.912.S-ID.1.3:	<p>Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
MAFS.912.S-ID.2.5:	<p>Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. ★</p>
MAFS.912.S-ID.2.6:	<p>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ★</p> <ol style="list-style-type: none"> Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, and exponential models. Informally assess the fit of a function by plotting and analyzing residuals. Fit a linear function for a scatter plot that suggests a linear association.
MAFS.912.S-ID.3.7:	<p>Clarifications: Students take a more sophisticated look at using a linear function to model the relationship between two numerical variables. In addition to fitting a line to data, students assess how well the model fits by analyzing residuals.</p>
MAFS.912.S-ID.3.8:	<p>Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. ★</p>
MAFS.912.S-ID.3.8:	<p>Compute (using technology) and interpret the correlation coefficient of a linear fit. ★</p>
MAFS.912.S-ID.3.9:	<p>Distinguish between correlation and causation. ★</p>
MAFS.K12.MP.1.1:	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
MAFS.K12.MP.2.1:	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
MAFS.K12.MP.3.1:	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
MAFS.K12.MP.4.1:	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own</p>

MAFS.K12.MP.6.1:	reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Look for and express regularity in repeated reasoning.
MAFS.K12.MP.8.1:	Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.RST.3.7:	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	<ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	Write arguments focused on discipline-specific content.
LAFS.910.WHST.1.1:	<ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course, and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Unit 1- Relationships Between Quantities and Reasoning with Equations: By the end of eighth grade students have learned to solve linear equations in one variable

and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. This unit builds on these earlier experiences by asking students to analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations. All of this work is grounded on understanding quantities and on relationships between them.

SKILLS TO MAINTAIN:

Reinforce understanding of the properties of integer exponents. The initial experience with exponential expressions, equations, and functions involves integer exponents and builds on this understanding.

Unit 2- Linear and Exponential Relationships: In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Unit 3- Descriptive Statistics: This unit builds upon students prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe and approximate linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

Unit 4- Expressions and Equations: In this unit, students build on their knowledge from unit 2, where they extended the laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions.

Unit 5- Quadratic Functions and Modeling: In this unit, students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students expand their experience with functions to include more specialized functions, absolute value, step, and those that are piece wise-defined.

GENERAL NOTES

Fluency Recommendations

A/G- Algebra 1 students become fluent in solving characteristic problems involving the analytic geometry of lines, such as writing down the equation of a line given a point and a slope. Such fluency can support them in solving less routine mathematical problems involving linearity, as well as in modeling linear phenomena (including modeling using systems of linear inequalities in two variables).

A-APR.1- Fluency in adding, subtracting, and multiplying polynomials supports students throughout their work in Algebra, as well as in their symbolic work with functions. Manipulation can be more mindful when it is fluent.

A-SSE.1b- Fluency in transforming expressions and chunking (seeing parts of an expression as a single object) is essential in factoring, completing the square, and other mindful algebraic calculations.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

cpalms.org/uploads/docs/standards/eld/MA.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCG1/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

Florida Standards Implementation Guide Focus Section:

The Mathematics Florida Standards Implementation Guide was created to support the teaching and learning of the Mathematics Florida Standards. The guide is compartmentalized into three components: focus, coherence, and rigor. Focus means narrowing the scope of content in each grade or course, so students achieve higher levels of understanding and experience math concepts more deeply. The Mathematics standards allow for the teaching and learning of mathematical concepts focused around major clusters at each grade level, enhanced by supporting and additional clusters. The major, supporting and additional clusters are identified, in relation to each grade or course. The cluster designations for this course are below.

Major Clusters

MAFS.912.N-RN.1 Extend the properties of exponents to rational exponents.

MAFS.912.A-APR.1 Perform arithmetic operations on polynomials.

MAFS.912.A-CED.1 Create equations that describe numbers or relationships.

MAFS.912.A-REI.1 Understand solving equations as a process of reasoning and explain the reasoning.

MAFS.912.A-REI.2 Solve equations and inequalities in one variable.

MAFS.912.A-REI.4 Represent and solve equations and inequalities graphically.

MAFS.912.A-SSE.1 Interpret the structure of expressions.

MAFS.912.F-IF.1 Understand the concept of a function and use function notation.

MAFS.912.F-IF.2 Interpret functions that arise in applications in terms of the context.

MAFS.912.S-ID.3 Interpret linear models.

Supporting Clusters

MAFS.912.N-Q.1 Reason quantitatively and use units to solve problems.

MAFS.912.A-APR.2 Understand the relationship between zeros and factors of polynomials.

MAFS.912.A-SSE.2 Write expressions in equivalent forms to solve problems.

MAFS.912.F-BF.1 Build a function that models a relationships between two quantities.

MAFS.912.F-IF.3 Analyze functions using different representations.

MAFS.912.F-LE.1 Construct and compare linear, quadratic, and exponential models and solve problems.

MAFS.912.F-LE.2 Interpret expressions for functions in terms of the situation they model.

MAFS.912.S-ID.2 Summarize, represent, and interpret data on two categorical and quantitative variables.

Additional Clusters

MAFS.912.N-RN.2 Use properties and rational and irrational numbers.

MAFS.912.A-REI.3 Solve systems of equations.

MAFS.912.F-BF.2 Build new functions from existing functions.

MAFS.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable.

Note: Clusters should not be sorted from major to supporting and then taught in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting and additional clusters.

GENERAL INFORMATION

Course Number: 1200310

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12,30,31

Graduation Requirement: Algebra 1

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Mathematics >

SubSubject: Algebra >

Abbreviated Title: ALG 1

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Educator Certifications

Middle Grades Mathematics (Middle Grades 5-9)

Mathematics (Grades 6-12)

Equivalent Courses

1200310-Algebra 1

Equivalency start year: 2018

1200320-Algebra 1 Honors

Equivalency start year: 2014

1209810-Cambridge Pre-AICE Mathematics 1 IGCSE Level

Equivalency start year: 2014

1200390-International Baccalaureate Mid Yrs Prog Algebra 1

Equivalency start year: 2014

Algebra 1 for Credit Recovery (#1200315) 2015 - 2022 (current)

Course Standards

Name	Description
MAFS.912.A-APR.1.1:	<p>Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>Clarifications: Algebra 1 - Fluency Recommendations</p> <p>Fluency in adding, subtracting, and multiplying polynomials supports students throughout their work in algebra, as well as in their symbolic work with functions. Manipulation can be more mindful when it is fluent.</p>
MAFS.912.A-APR.2.3:	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
MAFS.912.A-CED.1.1:	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★
MAFS.912.A-CED.1.2:	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★
MAFS.912.A-CED.1.3:	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. ★
MAFS.912.A-CED.1.4:	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i> ★
MAFS.912.A-REI.1.1:	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
MAFS.912.A-REI.2.3:	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
MAFS.912.A-REI.2.4:	<p>Solve quadratic equations in one variable.</p> <p>a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.</p> <p>b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p>
MAFS.912.A-REI.3.5:	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
MAFS.912.A-REI.3.6:	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
MAFS.912.A-REI.4.10:	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
MAFS.912.A-REI.4.11:	Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★
MAFS.912.A-REI.4.12:	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
MAFS.912.A-SSE.1.1:	<p>Interpret expressions that represent a quantity in terms of its context. ★</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</p>
MAFS.912.A-SSE.1.2:	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.
MAFS.912.A-SSE.2.3:	<p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★</p> <p>a. Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> <p>c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</p>
MAFS.912.F-BF.1.1:	<p>Write a function that describes a relationship between two quantities. ★</p> <p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</p> <p>c. Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.</p>

MAFS.912.F-BF.2.3:	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
MAFS.912.F-IF.1.1:	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
MAFS.912.F-IF.1.2:	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
MAFS.912.F-IF.1.3:	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.
MAFS.912.F-IF.2.4:	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★
MAFS.912.F-IF.2.5:	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble engines in a factory, then the positive integers would be an appropriate domain for the function. ★
MAFS.912.F-IF.2.6:	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★
MAFS.912.F-IF.3.8:	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. <ul style="list-style-type: none"> a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$; $y = (0.97)^t$; $y = (1.01)^{2t}$; $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.
MAFS.912.F-IF.3.9:	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
MAFS.912.F-LE.1.1:	Distinguish between situations that can be modeled with linear functions and with exponential functions. ★ <ul style="list-style-type: none"> a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
MAFS.912.F-LE.1.2:	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). ★
MAFS.912.F-LE.1.3:	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. ★
MAFS.912.F-LE.2.5:	Interpret the parameters in a linear or exponential function in terms of a context. ★
MAFS.912.N-Q.1.1:	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★
MAFS.912.N-Q.1.2:	Define appropriate quantities for the purpose of descriptive modeling. ★ <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Clarifications: Algebra 1 Content Notes: Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.</p> </div>
MAFS.912.N-Q.1.3:	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★
MAFS.912.N-RN.1.1:	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3) \cdot 3}$ to hold, so $(5^{1/3})^3$ must equal 5.
MAFS.912.N-RN.1.2:	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
MAFS.912.N-RN.2.3:	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
MAFS.912.S-ID.1.1:	Represent data with plots on the real number line (dot plots, histograms, and box plots). ★ <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> </div>
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> </div>
MAFS.912.S-ID.1.3:	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★ <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> </div>
MAFS.912.S-ID.2.5:	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. ★
	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ★ <ul style="list-style-type: none"> a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, and exponential models. b. Informally assess the fit of a function by plotting and analyzing residuals.

c. Fit a linear function for a scatter plot that suggests a linear association.

MAFS.912.S-ID.2.6:

Clarifications:

Students take a more sophisticated look at using a linear function to model the relationship between two numerical variables. In addition to fitting a line to data, students assess how well the model fits by analyzing residuals.

MAFS.912.S-ID.3.7:

Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. ★

MAFS.912.S-ID.3.8:

Compute (using technology) and interpret the correlation coefficient of a linear fit. ★

MAFS.912.S-ID.3.9:

Distinguish between correlation and causation. ★

Make sense of problems and persevere in solving them.

MAFS.K12.MP.1.1:

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.K12.MP.2.1:

Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

MAFS.K12.MP.3.1:

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.K12.MP.4.1:

Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

MAFS.K12.MP.5.1:

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

MAFS.K12.MP.6.1:

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

MAFS.K12.MP.7.1:

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see

	complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Look for and express regularity in repeated reasoning.
MAFS.K12.MP.8.1:	Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.RST.3.7:	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	<ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	Write arguments focused on discipline-specific content.
LAFS.910.WHST.1.1:	<ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course is exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1) (a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

GENERAL NOTES

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Unit 1- Relationships Between Quantities and Reasoning with Equations: By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. Now, students analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations.

Unit 2- Linear and Exponential Relationships: In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Unit 3- Descriptive Statistics: This unit builds upon students prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe and approximate linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

Unit 4- Expressions and Equations: In this unit, students build on their knowledge from unit 2, where they extended the laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions.

Unit 5- Quadratic Functions and Modeling: In this unit, students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students expand their experience with functions to include more specialized functions absolute value, step, and those that are piece wise-defined.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
cpalms.org/uploads/docs/standards/eld/MA.pdf

GENERAL INFORMATION

Course Number: 1200315

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Mathematics >

SubSubject: Algebra >

Abbreviated Title: ALG 1 CR

Course Length: Credit Recovery (R)

Course Level: 2

Educator Certifications

Mathematics (Grades 6-12)

Middle Grades Mathematics (Middle Grades 5-9)

Algebra 1 Honors (#1200320) 2015 - 2022 (current)

Course Standards

Name	Description
MAFS.912.A-APR.1.1:	<p>Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>Clarifications: Algebra 1 - Fluency Recommendations</p> <p>Fluency in adding, subtracting, and multiplying polynomials supports students throughout their work in algebra, as well as in their symbolic work with functions. Manipulation can be more mindful when it is fluent.</p>
MAFS.912.A-APR.2.2:	Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
MAFS.912.A-APR.2.3:	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
MAFS.912.A-APR.3.4:	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.
MAFS.912.A-APR.4.6:	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.
MAFS.912.A-CED.1.1:	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★
MAFS.912.A-CED.1.2:	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★
MAFS.912.A-CED.1.3:	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. ★
MAFS.912.A-CED.1.4:	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R . ★
MAFS.912.A-REI.1.1:	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
MAFS.912.A-REI.1.2:	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
MAFS.912.A-REI.2.3:	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
MAFS.912.A-REI.2.4:	<p>Solve quadratic equations in one variable.</p> <p>a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.</p> <p>b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a ± bi$ for real numbers a and b.</p>
MAFS.912.A-REI.3.5:	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
MAFS.912.A-REI.3.6:	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
MAFS.912.A-REI.3.7:	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.
MAFS.912.A-REI.4.10:	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
MAFS.912.A-REI.4.11:	Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★
MAFS.912.A-REI.4.12:	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
MAFS.912.A-SSE.1.1:	<p>Interpret expressions that represent a quantity in terms of its context. ★</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</p>
MAFS.912.A-SSE.1.2:	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.
MAFS.912.A-SSE.2.3:	<p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★</p> <p>a. Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> <p>c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as</p>

$(1.15^{1/12})^{12} \approx 1.012^{12}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

MAFS.912.A-SSE.2.4:	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments. ★
MAFS.912.F-BF.1.1:	Write a function that describes a relationship between two quantities. ★ a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. c. Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.
MAFS.912.F-BF.1.2:	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. ★
MAFS.912.F-BF.2.3:	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
MAFS.912.F-BF.2.4:	Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. <i>For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</i> b. Verify by composition that one function is the inverse of another. c. Read values of an inverse function from a graph or a table, given that the function has an inverse. d. Produce an invertible function from a non-invertible function by restricting the domain.
MAFS.912.F-IF.1.1:	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
MAFS.912.F-IF.1.2:	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
MAFS.912.F-IF.1.3:	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.
MAFS.912.F-IF.2.4:	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★
MAFS.912.F-IF.2.5:	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble engines in a factory, then the positive integers would be an appropriate domain for the function. ★
MAFS.912.F-IF.2.6:	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★
MAFS.912.F-IF.3.7:	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★ a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.
MAFS.912.F-IF.3.8:	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{2t}$, $y = (1.2)^{vt}$, and classify them as representing exponential growth or decay.
MAFS.912.F-IF.3.9:	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
MAFS.912.F-LE.1.1:	Distinguish between situations that can be modeled with linear functions and with exponential functions. ★ a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
MAFS.912.F-LE.1.2:	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). ★
MAFS.912.F-LE.1.3:	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. ★
MAFS.912.F-LE.2.5:	Interpret the parameters in a linear or exponential function in terms of a context. ★
MAFS.912.N-Q.1.1:	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★
MAFS.912.N-Q.1.2:	Define appropriate quantities for the purpose of descriptive modeling. ★ Clarifications: Algebra 1 Content Notes: Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.

MAFS.912.N-Q.1.3:	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★
MAFS.912.N-RN.1.1:	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3) \cdot 3}$ to hold, so $(5^{1/3})^3$ must equal 5.
MAFS.912.N-RN.1.2:	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
MAFS.912.N-RN.2.3:	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
MAFS.912.S-ID.1.1:	Represent data with plots on the real number line (dot plots, histograms, and box plots). ★ Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-ID.1.3:	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★ Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-ID.1.4:	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★
MAFS.912.S-ID.2.5:	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. ★
MAFS.912.S-ID.2.6:	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ★ a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, and exponential models. b. Informally assess the fit of a function by plotting and analyzing residuals. c. Fit a linear function for a scatter plot that suggests a linear association. Clarifications: Students take a more sophisticated look at using a linear function to model the relationship between two numerical variables. In addition to fitting a line to data, students assess how well the model fits by analyzing residuals.
MAFS.912.S-ID.3.7:	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. ★
MAFS.912.S-ID.3.8:	Compute (using technology) and interpret the correlation coefficient of a linear fit. ★
MAFS.912.S-ID.3.9:	Distinguish between correlation and causation. ★
MAFS.K12.MP.1.1:	Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
MAFS.K12.MP.2.1:	Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
MAFS.K12.MP.3.1:	Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
	Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In

MAFS.K12.MP.4.1:	<p>early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
<p>Use appropriate tools strategically.</p>	
MAFS.K12.MP.5.1:	<p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p>Attend to precision.</p>	
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p>Look for and make use of structure.</p>	
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
<p>Look for and express regularity in repeated reasoning.</p>	
MAFS.K12.MP.8.1:	<p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>
LAFS.910.RST.1.3:	<p>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>
LAFS.910.RST.2.4:	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>
LAFS.910.RST.3.7:	<p>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
LAFS.910.SL.1.3:	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
LAFS.910.SL.2.4:	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Unit 1- Relationships Between Quantities and Reasoning with Equations: By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. Now, students analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations.

Unit 2- Linear and Exponential Relationships: In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Unit 3- Descriptive Statistics: This unit builds upon students prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe and approximate linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

Unit 4- Expressions and Equations: In this unit, students build on their knowledge from unit 2, where they extended the laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions.

Unit 5- Quadratic Functions and Modeling: In this unit, students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students expand their experience with functions to include more specialized functions absolute value, step, and those that are piece wise-defined.

GENERAL NOTES

Fluency Recommendations

A/G- Algebra I students become fluent in solving characteristic problems involving the analytic geometry of lines, such as writing down the equation of a line given a point and a slope. Such fluency can support them in solving less routine mathematical problems involving linearity, as well as in modeling linear phenomena (including modeling using systems of linear inequalities in two variables).

A-APR.1- Fluency in adding, subtracting, and multiplying polynomials supports students throughout their work in Algebra, as well as in their symbolic work with functions. Manipulation can be more mindful when it is fluent.

A-SSE.1b- Fluency in transforming expressions and chunking (seeing parts of an expression as a single object) is essential in factoring, completing the square, and other mindful algebraic calculations.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

cpalms.org/uploads/docs/standards/eld/MA.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

Florida Standards Implementation Guide Focus Section:

The Mathematics Florida Standards Implementation Guide was created to support the teaching and learning of the Mathematics Florida Standards. The guide is compartmentalized into three components: focus, coherence, and rigor. Focus means narrowing the scope of content in each grade or course, so students achieve higher levels of understanding and experience math concepts more deeply. The Mathematics standards allow for the teaching and learning of mathematical concepts focused around major clusters at each grade level, enhanced by supporting and additional clusters. The major, supporting and additional clusters are identified, in relation to each grade or course. The cluster designations for this course are below.

Major Clusters

MAFS.912.N-RN.1 Extend the properties of exponents to rational exponents.

MAFS.912.A-APR.1 Perform arithmetic operations on polynomials.

MAFS.912.A-CED.1 Create equations that describe numbers or relationships.

MAFS.912.A-REI.1 Understand solving equations as a process of reasoning and explain the reasoning.

MAFS.912.A-REI.2 Solve equations and inequalities in one variable.

MAFS.912.A-REI.4 Represent and solve equations and inequalities graphically.

MAFS.912.A-SSE.1 Interpret the structure of expressions.

MAFS.912.F-IF.1 Understand the concept of a function and use function notation.

MAFS.912.F-IF.2 Interpret functions that arise in applications in terms of the context.

MAFS.912.S-ID.3 Interpret linear models.

Supporting Clusters

MAFS.912.N-Q.1 Reason quantitatively and use units to solve problems.

MAFS.912.A-APR.2 Understand the relationship between zeros and factors of polynomials.

MAFS.912.A-SSE.2 Write expressions in equivalent forms to solve problems.

MAFS.912.F-BF.1 Build a function that models a relationships between two quantities.

MAFS.912.F-IF.3 Analyze functions using different representations.

MAFS.912.F-LE.1 Construct and compare linear, quadratic, and exponential models and solve problems.

MAFS.912.F-LE.2 Interpret expressions for functions in terms of the situation they model.

MAFS.912.S-ID.2 Summarize, represent, and interpret data on two categorical and quantitative variables.

Additional Clusters

MAFS.912.N-RN.2 Use properties and rational and irrational numbers.

MAFS.912.A-REI.3 Solve systems of equations.

MAFS.912.F-BF.2 Build new functions from existing functions.

MAFS.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable.

Note: Clusters should not be sorted from major to supporting and then taught in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting and additional clusters.

GENERAL INFORMATION

Course Number: 1200320

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Mathematics >

SubSubject: Algebra >

Abbreviated Title: ALG 1 HON

Course Length: Year (Y)

Course Attributes:

- Honors
- Class Size Core Required

Course Level: 3

Educator Certifications

Mathematics (Grades 6-12)

Middle Grades Mathematics (Middle Grades 5-9)

Equivalent Courses

1200310-Algebra 1

Equivalency start year: 2014

1200386-Pre-Advanced Placement Algebra 1

Equivalency start year: 2018

Algebra 2 (#1200330) 2015 - 2022 (current)

Course Standards

Name	Description
MAFS.912.A-APR.1.1:	<p>Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>Clarifications: Algebra 1 - Fluency Recommendations</p> <p>Fluency in adding, subtracting, and multiplying polynomials supports students throughout their work in algebra, as well as in their symbolic work with functions. Manipulation can be more mindful when it is fluent.</p>
MAFS.912.A-APR.2.2:	<p>Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</p>
MAFS.912.A-APR.2.3:	<p>Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p>
MAFS.912.A-APR.3.4:	<p>Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</p>
MAFS.912.A-APR.4.6:	<p>Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p>
MAFS.912.A-CED.1.1:	<p>Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★</p>
MAFS.912.A-CED.1.2:	<p>Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★</p>
MAFS.912.A-CED.1.3:	<p>Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. ★</p>
MAFS.912.A-CED.1.4:	<p>Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R. ★</p>
MAFS.912.A-REI.1.1:	<p>Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p>
MAFS.912.A-REI.1.2:	<p>Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p>
MAFS.912.A-REI.2.4:	<p>Solve quadratic equations in one variable.</p> <ol style="list-style-type: none"> Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a ± bi$ for real numbers a and b.
MAFS.912.A-REI.3.6:	<p>Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p>
MAFS.912.A-REI.3.7:	<p>Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.</p>
MAFS.912.A-REI.4.11:	<p>Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★</p>
MAFS.912.A-SSE.1.1:	<p>Interpret expressions that represent a quantity in terms of its context. ★</p> <ol style="list-style-type: none"> Interpret parts of an expression, such as terms, factors, and coefficients. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.
MAFS.912.A-SSE.1.2:	<p>Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p>
MAFS.912.A-SSE.2.3:	<p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★</p> <ol style="list-style-type: none"> Factor a quadratic expression to reveal the zeros of the function it defines. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} ≈ 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.
MAFS.912.A-SSE.2.4:	<p>Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments. ★</p> <p>Write a function that describes a relationship between two quantities. ★</p> <ol style="list-style-type: none"> Determine an explicit expression, a recursive process, or steps for calculation from a context. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by

MAFS.912.F-BF.1.1:	adding a constant function to a decaying exponential, and relate these functions to the model. c. Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.
MAFS.912.F-BF.1.2:	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. ★
MAFS.912.F-BF.2.3:	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
MAFS.912.F-BF.2.4:	Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. <i>For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</i> b. Verify by composition that one function is the inverse of another. c. Read values of an inverse function from a graph or a table, given that the function has an inverse. d. Produce an invertible function from a non-invertible function by restricting the domain.
MAFS.912.F-BF.2.a:	Use the change of base formula.
MAFS.912.F-IF.2.4:	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★
MAFS.912.F-IF.2.5:	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble engines in a factory, then the positive integers would be an appropriate domain for the function. ★
MAFS.912.F-IF.2.6:	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★
MAFS.912.F-IF.3.7:	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★ a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.
MAFS.912.F-IF.3.8:	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{2t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.
MAFS.912.F-IF.3.9:	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
MAFS.912.F-LE.1.4:	For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology. ★
MAFS.912.F-LE.2.5:	Interpret the parameters in a linear or exponential function in terms of a context. ★
MAFS.912.F-TF.1.1:	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle; Convert between degrees and radians.
MAFS.912.F-TF.1.2:	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
MAFS.912.F-TF.2.5:	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. ★
MAFS.912.F-TF.3.8:	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to calculate trigonometric ratios.
MAFS.912.G-GPE.1.2:	Derive the equation of a parabola given a focus and directrix.
MAFS.912.N-CN.1.1:	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.
MAFS.912.N-CN.1.2:	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
MAFS.912.N-CN.3.7:	Solve quadratic equations with real coefficients that have complex solutions.
MAFS.912.N-Q.1.2:	Define appropriate quantities for the purpose of descriptive modeling. ★ Clarifications: Algebra 1 Content Notes: Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.
MAFS.912.N-RN.1.1:	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.
MAFS.912.N-RN.1.2:	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
MAFS.912.S-CP.1.1:	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not"). ★
MAFS.912.S-CP.1.2:	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. ★
MAFS.912.S-CP.1.3:	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A , and the conditional probability of B given A is the same as the probability of B . ★ Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way

MAFS.912.S-CP.1.4:	table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results. ★
MAFS.912.S-CP.1.5:	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer. ★
MAFS.912.S-CP.2.6:	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model. ★
MAFS.912.S-CP.2.7:	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model. ★
MAFS.912.S-IC.1.1:	Understand statistics as a process for making inferences about population parameters based on a random sample from that population. ★
MAFS.912.S-IC.1.2:	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model? ★
MAFS.912.S-IC.2.3:	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★
MAFS.912.S-IC.2.4:	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★
MAFS.912.S-IC.2.5:	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★
MAFS.912.S-IC.2.6:	Evaluate reports based on data. ★
MAFS.912.S-ID.1.4:	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★
	Make sense of problems and persevere in solving them.
MAFS.K12.MP.1.1:	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
	Reason abstractly and quantitatively.
MAFS.K12.MP.2.1:	Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.3.1:	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
	Model with mathematics.
MAFS.K12.MP.4.1:	Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently,

express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Look for and make use of structure.

MAFS.K12.MP.7.1:

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Look for and express regularity in repeated reasoning.

MAFS.K12.MP.8.1:

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

LAFS.1112.RST.1.3:

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

LAFS.1112.RST.2.4:

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

LAFS.1112.RST.3.7:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LAFS.1112.WHST.1.1:

Write arguments focused on discipline-specific content.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

LAFS.1112.WHST.2.4:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.WHST.3.9:

Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.910.SL.1.1:

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LAFS.910.SL.1.2:

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.3:

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.910.SL.2.4:

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELD.K12.ELL.MA.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into five units, are as follows:

Unit 1- Polynomial, Rational, and Radical Relationships:This unit develops the structural similarities between the system of polynomials and the system of integers.

Students draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect multiplication of polynomials with multiplication of multi-digit integers, and division of polynomials with long division of integers. Students identify zeros of polynomials, including complex zeros of quadratic polynomials, and make connections between zeros of polynomials and solutions of polynomial equations. The unit culminates with the fundamental theorem of algebra. A central theme of this unit is that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers.

Unit 2- Trigonometric Functions: Building on their previous work with functions, and on their work with trigonometric ratios and circles in Geometry, students now use the coordinate plane to extend trigonometry to model periodic phenomena.

Unit 3- Modeling with Functions: In this unit students synthesize and generalize what they have learned about a variety of function families. They extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions, including functions arising in an application, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying function. They identify appropriate types of functions to model a situation, they adjust parameters to improve the model, and they compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit. The description of modeling as 'the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions' is at the heart of this unit. The narrative discussion and diagram of the modeling cycle should be considered when knowledge of functions, statistics, and geometry is applied in a modeling context.

Unit 4- Inferences and Conclusions from Data: In this unit, students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data, including sample surveys, experiments, and simulations, and the role that randomness and careful design play in the conclusions that can be drawn.

Unit 5- Applications of Probability: Building on probability concepts that began in the middle grades, students use the languages of set theory to expand their ability to compute and interpret theoretical and experimental probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probability. Students should make use of geometric probability models wherever possible. They use probability to make informed decisions.

GENERAL NOTES

Fluency Recommendations

A-APR.6 This standard sets an expectation that students will divide polynomials with remainder by inspection in simple cases. For example, one can view the rational expression

A-SSE.2 The ability to see structure in expressions and to use this structure to rewrite expressions is a key skill in everything from advanced factoring (e.g., grouping) to summing series to the rewriting of rational expressions to examine the end behavior of the corresponding rational function.

F- IF.3 Fluency in translating between recursive definitions and closed forms is helpful when dealing with many problems involving sequences and series, with applications ranging from fitting functions to tables to problems in finance.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
cpalms.org/uploads/docs/standards/eld/MA.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 1200330

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Mathematics >

SubSubject: Algebra >

Abbreviated Title: ALG 2

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Mathematics

Educator Certifications

Mathematics (Grades 6-12)

Algebra 2 Honors (#1200340) 2015 - 2022 (current)

Course Standards

Name	Description
MAFS.912.A-APR.1.1:	<p>Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>Clarifications: Algebra 1 - Fluency Recommendations</p> <p>Fluency in adding, subtracting, and multiplying polynomials supports students throughout their work in algebra, as well as in their symbolic work with functions. Manipulation can be more mindful when it is fluent.</p>
MAFS.912.A-APR.2.2:	Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
MAFS.912.A-APR.2.3:	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
MAFS.912.A-APR.3.4:	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.
MAFS.912.A-APR.3.5:	Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.
MAFS.912.A-APR.4.6:	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.
MAFS.912.A-APR.4.7:	Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
MAFS.912.A-CED.1.1:	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★
MAFS.912.A-CED.1.2:	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★
MAFS.912.A-CED.1.3:	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. ★
MAFS.912.A-CED.1.4:	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R . ★
MAFS.912.A-REI.1.1:	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
MAFS.912.A-REI.1.2:	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
MAFS.912.A-REI.2.4:	<p>Solve quadratic equations in one variable.</p> <p>a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.</p> <p>b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a ± bi$ for real numbers a and b.</p>
MAFS.912.A-REI.3.6:	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
MAFS.912.A-REI.3.7:	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.
MAFS.912.A-REI.4.11:	Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★
MAFS.912.A-SSE.1.1:	<p>Interpret expressions that represent a quantity in terms of its context. ★</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</p>
MAFS.912.A-SSE.1.2:	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2 - y^2)(x^2 + y^2)$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.
MAFS.912.A-SSE.2.3:	<p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★</p> <p>a. Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> <p>c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} ≈ 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</p>

MAFS.912.A-SSE.2.4:	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments. ★
MAFS.912.F-BF.1.1:	Write a function that describes a relationship between two quantities. ★ a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. c. Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.
MAFS.912.F-BF.1.2:	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. ★
MAFS.912.F-BF.2.3:	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
MAFS.912.F-BF.2.4:	Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. <i>For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</i> b. Verify by composition that one function is the inverse of another. c. Read values of an inverse function from a graph or a table, given that the function has an inverse. d. Produce an invertible function from a non-invertible function by restricting the domain.
MAFS.912.F-BF.2.a:	Use the change of base formula.
MAFS.912.F-IF.2.4:	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★
MAFS.912.F-IF.2.5:	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble engines in a factory, then the positive integers would be an appropriate domain for the function. ★
MAFS.912.F-IF.2.6:	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★
MAFS.912.F-IF.3.7:	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★ a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.
MAFS.912.F-IF.3.8:	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$; $y = (0.97)^t$; $y = (1.01)^{2t}$; $y = (1.2)^{vt}$, and classify them as representing exponential growth or decay.
MAFS.912.F-IF.3.9:	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
MAFS.912.F-LE.1.4:	For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology. ★
MAFS.912.F-LE.2.5:	Interpret the parameters in a linear or exponential function in terms of a context. ★
MAFS.912.F-TF.1.1:	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle; Convert between degrees and radians.
MAFS.912.F-TF.1.2:	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
MAFS.912.F-TF.2.5:	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. ★
MAFS.912.F-TF.3.8:	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to calculate trigonometric ratios.
MAFS.912.G-GPE.1.2:	Derive the equation of a parabola given a focus and directrix.
MAFS.912.N-CN.1.1:	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.
MAFS.912.N-CN.1.2:	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
MAFS.912.N-CN.3.7:	Solve quadratic equations with real coefficients that have complex solutions.
MAFS.912.N-CN.3.8:	Extend polynomial identities to the complex numbers. <i>For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.</i>
MAFS.912.N-CN.3.9:	Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.
MAFS.912.N-Q.1.2:	Define appropriate quantities for the purpose of descriptive modeling. ★ Clarifications: Algebra 1 Content Notes: Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.
MAFS.912.N-RN.1.1:	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3) \cdot 3}$ to hold, so $(5^{1/3})^3$ must equal 5.
MAFS.912.N-RN.1.2:	Rewrite expressions involving radicals and rational exponents using the properties of exponents.

MAFS.912.S-CP.1.1:	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not"). ★
MAFS.912.S-CP.1.2:	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. ★
MAFS.912.S-CP.1.3:	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. ★
MAFS.912.S-CP.1.4:	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results. ★
MAFS.912.S-CP.1.5:	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer. ★
MAFS.912.S-CP.2.6:	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model. ★
MAFS.912.S-CP.2.7:	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model. ★
MAFS.912.S-CP.2.8:	Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, and interpret the answer in terms of the model. ★
MAFS.912.S-CP.2.9:	Use permutations and combinations to compute probabilities of compound events and solve problems. ★
MAFS.912.S-IC.1.1:	Understand statistics as a process for making inferences about population parameters based on a random sample from that population. ★
MAFS.912.S-IC.1.2:	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model? ★
MAFS.912.S-IC.2.3:	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★
MAFS.912.S-IC.2.4:	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★
MAFS.912.S-IC.2.5:	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★
MAFS.912.S-IC.2.6:	Evaluate reports based on data. ★
MAFS.912.S-ID.1.4:	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★
MAFS.912.S-MD.2.6:	Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). ★
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
	Make sense of problems and persevere in solving them.
MAFS.K12.MP.1.1:	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
	Reason abstractly and quantitatively.
MAFS.K12.MP.2.1:	Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.3.1:	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
	Model with mathematics.
MAFS.K12.MP.4.1:	Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
	Use appropriate tools strategically.
	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,

MAFS.K12.MP.5.1:	concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Look for and express regularity in repeated reasoning.
MAFS.K12.MP.8.1:	Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.
LAFS.1112.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into four units, are as follows:

Unit 1- Polynomial, Rational, and Radical Relationships: This unit develops the structural similarities between the system of polynomials and the system of integers. Students draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect multiplication of polynomials with multiplication of multi-digit integers, and division of polynomials with long division of integers. Students identify zeros of polynomials, including complex zeros of quadratic polynomials, and make connections between zeros of polynomials and solutions of polynomial equations. The unit culminates with the fundamental theorem of algebra. A central theme of this unit is that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers.

Unit 2- Trigonometric Functions: Building on their previous work with functions, and on their work with trigonometric ratios and circles in Geometry, students now use the coordinate plane to extend trigonometry to model periodic phenomena.

Unit 3- Modeling with Functions: In this unit students synthesize and generalize what they have learned about a variety of function families. They extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions, including functions arising in an application, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying function. They identify appropriate types of functions to model a situation, they adjust parameters to improve the model, and they compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit. The description of modeling as the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions' is at the heart of this unit. The narrative discussion and diagram of the modeling cycle should be considered when knowledge of functions, statistics, and geometry is applied in a modeling context.

Unit 4- Inferences and Conclusions from Data: In this unit, students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data, including sample surveys, experiments, and simulations, and the role that randomness and careful design play in the conclusions that can be drawn.

Unit 5- Applications of Probability: Building on probability concepts that began in the middle grades, students use the languages of set theory to expand their ability to compute and interpret theoretical and experimental probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probability. Students should make use of geometric probability models wherever possible. They use probability to make informed decisions.

GENERAL NOTES

Fluency Recommendations

A-APR.6 This standard sets an expectation that students will divide polynomials with remainder by inspection in simple cases. For example, one can view the rational expression.

A-SSE.2 The ability to see structure in expressions and to use this structure to rewrite expressions is a key skill in everything from advanced factoring (e.g., grouping) to summing series to the rewriting of rational expressions to examine the end behavior of the corresponding rational function.

F-IF.3 Fluency in translating between recursive definitions and closed forms is helpful when dealing with many problems involving sequences and series, with applications ranging from fitting functions to tables to problems in finance.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

cpalms.org/uploads/docs/standards/eld/MA.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 1200340

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Mathematics >

SubSubject: Algebra >

Abbreviated Title: ALG 2 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Mathematics

Educator Certifications

Mathematics (Grades 6-12)

Algebra 1-A (#1200370) 2015 - 2022 (current)

Course Standards

Name	Description
MAFS.912.A-CED.1.1:	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★
MAFS.912.A-CED.1.2:	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★
MAFS.912.A-CED.1.3:	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. ★
MAFS.912.A-CED.1.4:	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i> ★
MAFS.912.A-REI.1.1:	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
MAFS.912.A-REI.2.3:	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
MAFS.912.A-REI.3.5:	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
MAFS.912.A-REI.3.6:	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
MAFS.912.A-REI.4.10:	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
MAFS.912.A-REI.4.11:	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★
MAFS.912.A-REI.4.12:	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
MAFS.912.A-SSE.1.1:	Interpret expressions that represent a quantity in terms of its context. ★ a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .
MAFS.912.F-BF.1.1:	Write a function that describes a relationship between two quantities. ★ a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. c. Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.
MAFS.912.F-BF.2.3:	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
MAFS.912.F-IF.1.1:	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
MAFS.912.F-IF.1.2:	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
MAFS.912.F-IF.1.3:	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.
MAFS.912.F-IF.2.4:	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★
MAFS.912.F-IF.2.5:	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble engines in a factory, then the positive integers would be an appropriate domain for the function. ★
MAFS.912.F-IF.2.6:	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★
MAFS.912.F-IF.3.7:	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★ a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.
	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For

MAFS.912.F-IF.3.9:	example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
MAFS.912.F-LE.1.1:	Distinguish between situations that can be modeled with linear functions and with exponential functions. ★ a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
MAFS.912.F-LE.1.2:	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). ★
MAFS.912.F-LE.1.3:	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. ★
MAFS.912.F-LE.2.5:	Interpret the parameters in a linear or exponential function in terms of a context. ★
MAFS.912.N-Q.1.1:	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★
MAFS.912.N-Q.1.2:	Define appropriate quantities for the purpose of descriptive modeling. ★ <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Algebra 1 Content Notes:</p> <p>Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.</p> </div>
MAFS.912.N-Q.1.3:	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★
MAFS.912.N-RN.1.1:	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.
MAFS.912.N-RN.1.2:	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
MAFS.K12.MP.1.1:	Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
MAFS.K12.MP.2.1:	Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
MAFS.K12.MP.3.1:	Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
MAFS.K12.MP.4.1:	Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying

	assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	Attend to precision.
MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
	Look for and express regularity in repeated reasoning.
MAFS.K12.MP.8.1:	Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.RST.3.7:	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	<ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	Write arguments focused on discipline-specific content.
LAFS.910.WHST.1.1:	<ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and

extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Algebra 1A (Year 1)

Unit 1- Relationships Between Quantities and Reasoning with Equations: By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. Now, students analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations.

Unit 2- Linear and Exponential Relationships: In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Algebra 1B (Year 2)

Unit 3- Descriptive Statistics: This unit builds upon students' prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe and approximate linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

Unit 4- Expressions and Equations: In this unit, students build on their knowledge from unit 2, where they extended the laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions.

Unit 5- Quadratic Functions and Modeling: In this unit, students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students expand their experience with functions to include more specialized functions, absolute value, step, and those that are piecewise-defined.

GENERAL NOTES

Fluency Recommendations

A/G- Algebra I students become fluent in solving characteristic problems involving the analytic geometry of lines, such as writing down the equation of a line given a point and a slope. Such fluency can support them in solving less routine mathematical problems involving linearity, as well as in modeling linear phenomena (including modeling using systems of linear inequalities in two variables).

A-APR.1- Fluency in adding, subtracting, and multiplying polynomials supports students throughout their work in Algebra, as well as in their symbolic work with functions. Manipulation can be more mindful when it is fluent.

A-SSE.1b- Fluency in transforming expressions and chunking (seeing parts of an expression as a single object) is essential in factoring, completing the square, and other mindful algebraic calculations.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

cpalms.org/uploads/docs/standards/eld/MA.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 1200370

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Mathematics >

SubSubject: Algebra >

Abbreviated Title: ALG 1-A

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Mathematics

Educator Certifications

Mathematics (Grades 6-12)

Middle Grades Mathematics (Middle Grades 5-9)

Algebra 1-A for Credit Recovery (#1200375) 2015 - And Beyond (current)

Course Standards

Name	Description
MAFS.912.A-CED.1.1:	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★
MAFS.912.A-CED.1.2:	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★
MAFS.912.A-CED.1.3:	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. ★
MAFS.912.A-CED.1.4:	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i> ★
MAFS.912.A-REI.1.1:	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
MAFS.912.A-REI.2.3:	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
MAFS.912.A-REI.3.5:	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
MAFS.912.A-REI.3.6:	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
MAFS.912.A-REI.4.10:	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
MAFS.912.A-REI.4.11:	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★
MAFS.912.A-REI.4.12:	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
MAFS.912.A-SSE.1.1:	Interpret expressions that represent a quantity in terms of its context. ★ a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .
MAFS.912.F-BF.1.1:	Write a function that describes a relationship between two quantities. ★ a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. c. Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.
MAFS.912.F-BF.2.3:	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
MAFS.912.F-IF.1.1:	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
MAFS.912.F-IF.1.2:	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
MAFS.912.F-IF.1.3:	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.
MAFS.912.F-IF.2.4:	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★
MAFS.912.F-IF.2.5:	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble engines in a factory, then the positive integers would be an appropriate domain for the function. ★
MAFS.912.F-IF.2.6:	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★
MAFS.912.F-IF.3.7:	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★ a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.

MAFS.912.F-IF.3.9:	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
MAFS.912.F-LE.1.1:	Distinguish between situations that can be modeled with linear functions and with exponential functions. ★ a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
MAFS.912.F-LE.1.2:	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). ★
MAFS.912.F-LE.1.3:	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. ★
MAFS.912.F-LE.2.5:	Interpret the parameters in a linear or exponential function in terms of a context. ★
MAFS.912.N-Q.1.1:	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★ Define appropriate quantities for the purpose of descriptive modeling. ★
MAFS.912.N-Q.1.2:	Clarifications: Algebra 1 Content Notes: Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.
MAFS.912.N-Q.1.3:	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★
MAFS.912.N-RN.1.1:	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.
MAFS.912.N-RN.1.2:	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
MAFS.K12.MP.1.1:	Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
MAFS.K12.MP.2.1:	Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
MAFS.K12.MP.3.1:	Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
MAFS.K12.MP.4.1:	Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
MAFS.K12.MP.5.1:	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other

	<p>mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
MAFS.K12.MP.8.1:	<p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.RST.3.7:	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Special notes: Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

GENERAL NOTES

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Algebra 1A (Year 1)

Unit 1-Relationships Between Questions and Reasoning with Equations: By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. Now, students analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations.

Unit 2- Linear and Exponential Relationships: In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Algebra 1B (Year 2)

Unit 3- Descriptive Statistics: This unit builds upon students' prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe and approximate linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

Unit 4- Expressions and Equations: In this unit, students build on their knowledge from unit 2, where they extended the laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions.

Unit 5- Quadratic Functions and Modeling: In this unit, students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students expand their experience with functions to include more specialized functions—absolute value, step, and those that are piecewise-defined.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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VERSION REQUIREMENTS

Fluency Recommendations

A/G- Algebra I students become fluent in solving characteristic problems involving the analytic geometry of lines, such as writing down the equation of a line given a point and a slope. Such fluency can support them in solving less routine mathematical problems involving linearity, as well as in modeling linear phenomena (including modeling using systems of linear inequalities in two variables).

A-APR.1- Fluency in adding, subtracting, and multiplying polynomials supports students throughout their work in Algebra, as well as in their symbolic work with functions. Manipulation can be more mindful when it is fluent.

A-SSE.1b- Fluency in transforming expressions and chunking (seeing parts of an expression as a single object) is essential in factoring, completing the square, and other mindful algebraic calculations.

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 1200375

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Mathematics >

SubSubject: Algebra >

Abbreviated Title: ALG 1-A CR

Course Length: Credit Recovery (R)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Mathematics (Grades 6-12)

Middle Grades Mathematics (Middle Grades 5-9)

Algebra 1-B (#1200380) 2015 - 2022 (current)

Course Standards

Name	Description
MAFS.912.A-APR.1.1:	<p>Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>Clarifications: Algebra 1 - Fluency Recommendations</p> <p>Fluency in adding, subtracting, and multiplying polynomials supports students throughout their work in algebra, as well as in their symbolic work with functions. Manipulation can be more mindful when it is fluent.</p>
MAFS.912.A-APR.2.3:	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
MAFS.912.A-CED.1.1:	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★
MAFS.912.A-CED.1.2:	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★
MAFS.912.A-CED.1.4:	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i> ★
MAFS.912.A-REI.2.4:	<p>Solve quadratic equations in one variable.</p> <ol style="list-style-type: none"> Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.
MAFS.912.A-SSE.1.1:	<p>Interpret expressions that represent a quantity in terms of its context. ★</p> <ol style="list-style-type: none"> Interpret parts of an expression, such as terms, factors, and coefficients. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.
MAFS.912.A-SSE.1.2:	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.
MAFS.912.A-SSE.2.3:	<p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★</p> <ol style="list-style-type: none"> Factor a quadratic expression to reveal the zeros of the function it defines. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.
MAFS.912.F-BF.1.1:	<p>Write a function that describes a relationship between two quantities. ★</p> <ol style="list-style-type: none"> Determine an explicit expression, a recursive process, or steps for calculation from a context. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.
MAFS.912.F-BF.2.3:	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
MAFS.912.F-IF.2.4:	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★
MAFS.912.F-IF.2.5:	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble engines in a factory, then the positive integers would be an appropriate domain for the function. ★
MAFS.912.F-IF.2.6:	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★
MAFS.912.F-IF.3.7:	<p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★</p> <ol style="list-style-type: none"> Graph linear and quadratic functions and show intercepts, maxima, and minima. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and

	amplitude, and using phase shift.
MAFS.912.F-IF.3.8:	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$; $y = (0.97)^t$; $y = (1.01)^{12t}$; $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.
MAFS.912.F-IF.3.9:	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
MAFS.912.F-LE.1.3:	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. ★
MAFS.912.N-RN.2.3:	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
MAFS.912.S-ID.1.1:	Represent data with plots on the real number line (dot plots, histograms, and box plots). ★ Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-ID.1.3:	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★ Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.912.S-ID.1.4:	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★
MAFS.912.S-ID.2.5:	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. ★
MAFS.912.S-ID.2.6:	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ★ a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, and exponential models. b. Informally assess the fit of a function by plotting and analyzing residuals. c. Fit a linear function for a scatter plot that suggests a linear association. Clarifications: Students take a more sophisticated look at using a linear function to model the relationship between two numerical variables. In addition to fitting a line to data, students assess how well the model fits by analyzing residuals.
MAFS.912.S-ID.3.7:	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. ★
MAFS.912.S-ID.3.8:	Compute (using technology) and interpret the correlation coefficient of a linear fit. ★
MAFS.912.S-ID.3.9:	Distinguish between correlation and causation. ★
MAFS.K12.MP.1.1:	Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
MAFS.K12.MP.2.1:	Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
MAFS.K12.MP.3.1:	Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning

from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Model with mathematics.

MAFS.K12.MP.4.1:

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Use appropriate tools strategically.

MAFS.K12.MP.5.1:

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

MAFS.K12.MP.6.1:

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Look for and make use of structure.

MAFS.K12.MP.7.1:

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Look for and express regularity in repeated reasoning.

MAFS.K12.MP.8.1:

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

LAFS.910.RST.1.3:

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

LAFS.910.RST.2.4:

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

LAFS.910.RST.3.7:

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LAFS.910.SL.1.1:

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LAFS.910.SL.1.2:

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.3:

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.910.SL.2.4:

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Write arguments focused on discipline-specific content.

LAFS.910.WHST.1.1:	<p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Algebra 1A (Year 1)

Unit 1- Relationships Between Quantities and Reasoning with Equations: By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. Now, students analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations.

Unit 2- Linear and Exponential Relationships: In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Algebra 1B (Year 2)

Unit 3- Descriptive Statistics: This unit builds upon students' prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe and approximate linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

Unit 4- Expressions and Equations: In this unit, students build on their knowledge from unit 2, where they extended the laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions.

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GENERAL NOTES

Fluency Recommendations

A/G- Algebra I students become fluent in solving characteristic problems involving the analytic geometry of lines, such as writing down the equation of a line given a point and a slope. Such fluency can support them in solving less routine mathematical problems involving linearity, as well as in modeling linear phenomena (including modeling using systems of linear inequalities in two variables).

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English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

cpalms.org/uploads/docs/standards/eld/MA.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 1200380

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Algebra 1

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Mathematics >

SubSubject: Algebra >

Abbreviated Title: ALG 1-B

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Educator Certifications

Mathematics (Grades 6-12)

Middle Grades Mathematics (Middle Grades 5-9)

Equivalent Courses

1200386-Pre-Advanced Placement Algebra 1

Equivalency start year: 2018

Algebra 1-B for Credit Recovery (#1200385) 2015 - And Beyond (current)

Course Standards

Name	Description
MAFS.912.A-APR.1.1:	<p>Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>Clarifications: Algebra 1 - Fluency Recommendations</p> <p>Fluency in adding, subtracting, and multiplying polynomials supports students throughout their work in algebra, as well as in their symbolic work with functions. Manipulation can be more mindful when it is fluent.</p>
MAFS.912.A-APR.2.3:	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
MAFS.912.A-CED.1.1:	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★
MAFS.912.A-CED.1.2:	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★
MAFS.912.A-CED.1.4:	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i> ★
MAFS.912.A-REI.2.4:	<p>Solve quadratic equations in one variable.</p> <p>a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.</p> <p>b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p>
MAFS.912.A-SSE.1.1:	<p>Interpret expressions that represent a quantity in terms of its context. ★</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</p>
MAFS.912.A-SSE.1.2:	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.
MAFS.912.A-SSE.2.3:	<p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★</p> <p>a. Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> <p>c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</p>
MAFS.912.F-BF.1.1:	<p>Write a function that describes a relationship between two quantities. ★</p> <p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</p> <p>c. Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.</p>
MAFS.912.F-BF.2.3:	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
MAFS.912.F-IF.2.4:	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★
MAFS.912.F-IF.2.5:	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble engines in a factory, then the positive integers would be an appropriate domain for the function. ★
MAFS.912.F-IF.2.6:	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★
MAFS.912.F-IF.3.7:	<p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★</p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p> <p>c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p> <p>d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</p>

e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.

MAFS.912.F-IF.3.8: Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^x$; $y = (0.97)^x$; $y = (1.01)^{2x}$; $y = (1.2)^{x/10}$, and classify them as representing exponential growth or decay.

MAFS.912.F-IF.3.9: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

MAFS.912.F-LE.1.3: Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. ★

MAFS.912.N-RN.2.3: Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

MAFS.912.S-ID.1.1:

Clarifications:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MAFS.912.S-ID.1.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

Clarifications:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MAFS.912.S-ID.1.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

MAFS.912.S-ID.1.3:

Clarifications:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MAFS.912.S-ID.1.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

MAFS.912.S-ID.2.5: Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. ★

MAFS.912.S-ID.2.6: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ★
a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, and exponential models.
b. Informally assess the fit of a function by plotting and analyzing residuals.
c. Fit a linear function for a scatter plot that suggests a linear association.

Clarifications:
Students take a more sophisticated look at using a linear function to model the relationship between two numerical variables. In addition to fitting a line to data, students assess how well the model fits by analyzing residuals.

MAFS.912.S-ID.3.7: Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. ★

MAFS.912.S-ID.3.8: Compute (using technology) and interpret the correlation coefficient of a linear fit. ★

MAFS.912.S-ID.3.9: Distinguish between correlation and causation. ★

Make sense of problems and persevere in solving them.

MAFS.K12.MP.1.1: Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Reason abstractly and quantitatively.

MAFS.K12.MP.2.1: Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to

MAFS.K12.MP.3.1:	<p>the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
MAFS.K12.MP.4.1:	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
MAFS.K12.MP.8.1:	<p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>
LAFS.910.RST.2.4:	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>
LAFS.910.RST.3.7:	<p>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
LAFS.910.SL.1.3:	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
LAFS.910.SL.2.4:	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Write arguments focused on discipline-specific content.</p>

LAFS.910.WHST.1.1:	<p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Special Notes: Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course is exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

GENERAL NOTES

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Algebra 1A (Year 1)

Unit 1- Relationships Between Questions and Reasoning with Equations: By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. Now, students analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations.

Unit 2- Linear and Exponential Relationships: In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Algebra 1B (Year 2)

Unit 3- Descriptive Statistics: This unit builds upon students prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe and approximate linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

Unit 4- Expressions and Equations: In this unit, students build on their knowledge from unit 2, where they extended the laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions.

Unit 5- Quadratic Functions and Modeling: In this unit, students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students expand their experience with functions to include more specialized functions absolute value, step, and those that are piece wise-defined.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should

specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/MA.pdf

VERSION REQUIREMENTS

Fluency Recommendations

A/G- Algebra I students become fluent in solving characteristic problems involving the analytic geometry of lines, such as writing down the equation of a line given a point and a slope. Such fluency can support them in solving less routine mathematical problems involving linearity, as well as in modeling linear phenomena (including modeling using systems of linear inequalities in two variables).

A-APR.1- Fluency in adding, subtracting, and multiplying polynomials supports students throughout their work in Algebra, as well as in their symbolic work with functions. Manipulation can be more mindful when it is fluent.

A-SSE.1b- Fluency in transforming expressions and chunking (seeing parts of an expression as a single object) is essential in factoring, completing the square, and other mindful algebraic calculations.

GENERAL INFORMATION

Course Number: 1200385

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Mathematics >

SubSubject: Algebra >

Abbreviated Title: ALG 1-B CR

Course Length: Credit Recovery (R)

Course Level: 2

Educator Certifications

Mathematics (Grades 6-12)

Middle Grades Mathematics (Middle Grades 5-9)

Pre-Advanced Placement Algebra 1 (#1200386) 2018 - And Beyond

(current)

General Course Information and Notes

VERSION DESCRIPTION

The course description for this Pre-Advanced Placement (Pre-AP) course is located on the College Board site at pre-ap.collegeboard.org/courses.

GENERAL NOTES

Students enrolled in this course are required to take the Algebra 1 FSA EOC. Information on the EOC, including test item specifications, can be found at fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/.

GENERAL INFORMATION

Course Number: 1200386	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Mathematics > SubSubject: Algebra >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AP ALGEBRA 1
Course Type: Core Academic Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9	<ul style="list-style-type: none">Honors
Graduation Requirement: Algebra 1	Course Level: 3

Educator Certifications

Mathematics (Grades 6-12)
Middle Grades Mathematics (Middle Grades 5-9)

Equivalent Courses

1200320-Algebra 1 Honors Equivalency start year: 2018
1200380-Algebra 1-B Equivalency start year: 2018
1209810-Cambridge Pre-AICE Mathematics 1 IGCSE Level Equivalency start year: 2018
1200390-International Baccalaureate Mid Yrs Prog Algebra 1 Equivalency start year: 2018

Financial Algebra (#1200387) 2016 - 2022 (current)

Course Standards

Name	Description
MAFS.912.A-APR.1.1:	<p>Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>Clarifications: Algebra 1 - Fluency Recommendations</p> <p>Fluency in adding, subtracting, and multiplying polynomials supports students throughout their work in algebra, as well as in their symbolic work with functions. Manipulation can be more mindful when it is fluent.</p>
MAFS.912.A-APR.2.2:	Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
MAFS.912.A-APR.2.3:	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
MAFS.912.A-CED.1.1:	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★
MAFS.912.A-CED.1.2:	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★
MAFS.912.A-CED.1.3:	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. ★
MAFS.912.A-CED.1.4:	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i> ★
MAFS.912.A-REI.1.1:	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
MAFS.912.A-REI.1.2:	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
MAFS.912.A-REI.3.6:	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
MAFS.912.A-REI.3.7:	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.
MAFS.912.A-REI.3.8:	Represent a system of linear equations as a single matrix equation in a vector variable.
MAFS.912.A-REI.3.9:	Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).
MAFS.912.A-SSE.1.1:	<p>Interpret expressions that represent a quantity in terms of its context. ★</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</p>
MAFS.912.A-SSE.2.3:	<p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★</p> <p>a. Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> <p>c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</p>
MAFS.912.A-SSE.2.4:	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments. ★
MAFS.912.F-BF.1.1:	<p>Write a function that describes a relationship between two quantities. ★</p> <p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</p> <p>c. Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.</p>
MAFS.912.F-BF.1.2:	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. ★
MAFS.912.F-BF.2.5:	Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.
MAFS.912.F-IF.2.4:	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★
MAFS.912.F-IF.2.5:	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble engines in a factory, then the positive integers would be an appropriate domain for the function. ★
MAFS.912.F-IF.2.6:	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★
	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

MAFS.912.F-IF.3.7:	<p>★</p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p> <p>c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p> <p>d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</p> <p>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.</p>
MAFS.912.F-IF.3.8:	<p>Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p> <p>b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$; $y = (0.97)^t$; $y = (1.01)^{2t}$; $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.</p>
MAFS.912.F-LE.1.3:	<p>Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. ★</p>
MAFS.912.F-LE.1.4:	<p>For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology. ★</p>
MAFS.912.F-LE.2.5:	<p>Interpret the parameters in a linear or exponential function in terms of a context. ★</p>
MAFS.912.N-Q.1.1:	<p>Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★</p>
MAFS.912.N-Q.1.3:	<p>Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★</p>
MAFS.912.S-IC.2.6:	<p>Evaluate reports based on data. ★</p>
MAFS.912.S-ID.2.6:	<p>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ★</p> <p>a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, and exponential models.</p> <p>b. Informally assess the fit of a function by plotting and analyzing residuals.</p> <p>c. Fit a linear function for a scatter plot that suggests a linear association.</p> <div data-bbox="279 884 1508 996" style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Students take a more sophisticated look at using a linear function to model the relationship between two numerical variables. In addition to fitting a line to data, students assess how well the model fits by analyzing residuals.</p> </div>
MAFS.912.S-MD.2.5:	<p>Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. ★</p> <p>a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.</p> <p>b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.</p>
<p>Make sense of problems and persevere in solving them.</p>	
MAFS.K12.MP.1.1:	<p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p>Reason abstractly and quantitatively.</p>	
MAFS.K12.MP.2.1:	<p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
<p>Construct viable arguments and critique the reasoning of others.</p>	
MAFS.K12.MP.3.1:	<p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p>Model with mathematics.</p>	
<p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In</p>	

MAFS.K12.MP.4.1:	<p>early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
MAFS.K12.MP.7.1:	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
MAFS.K12.MP.8.1:	<p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.16:	<p>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</p> <p>Clarifications: Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</p>
SS.912.FL.1.6:	<p>Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes.</p> <p>Clarifications: Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending. Identify which level of government receives the tax revenue for a particular tax and describe what is done with the tax revenue.</p>
SS.912.FL.1.7:	<p>Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.</p> <p>Clarifications: Investigate the tax rates on different sources of income and on different types of goods that are purchased.</p>
SS.912.FL.3.1:	<p>Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.</p> <p>Clarifications: Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases.</p>
SS.912.FL.3.2:	<p>Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.</p> <p>Clarifications: Explain why savers expect a higher nominal interest rate when inflation is expected to be high.</p>
	Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.

SS.912.FL.3.3:	<p>Clarifications: Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.</p>
SS.912.FL.3.4:	<p>Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.</p> <p>Clarifications: Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.</p>
SS.912.FL.3.6:	<p>Describe government policies that create incentives and disincentives for people to save.</p> <p>Clarifications: Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.</p>
SS.912.FL.3.7:	<p>Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer.</p> <p>Clarifications: Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees "opt out" of savings programs results in a higher level of saving than having them "opt in."</p>
SS.912.FL.4.1:	<p>Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.</p> <p>Clarifications: Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.</p>
SS.912.FL.4.2:	<p>Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.</p> <p>Clarifications: Explain why a bank may offer low-rate introductory credit offers.</p>
SS.912.FL.4.4:	<p>Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.</p> <p>Clarifications: Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan. Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.</p>
SS.912.FL.4.8:	<p>Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.</p> <p>Clarifications: Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.</p>
SS.912.FL.4.11:	<p>Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.</p> <p>Clarifications: Predict what might happen should a homeowner fail to make his or her mortgage payments.</p>
SS.912.FL.4.12:	<p>Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.</p> <p>Clarifications: Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.</p>
SS.912.FL.5.1:	<p>Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.</p> <p>Clarifications: Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.</p>
SS.912.FL.5.2:	<p>Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.</p> <p>Clarifications: Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.</p>
SS.912.FL.5.4:	<p>Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return, than the other investment.</p> <p>Clarifications: Explain why the expected rate of return on a "blue chip" stock is likely to be lower than that of an Internet start-up company.</p>
SS.912.FL.5.5:	<p>Explain that shorter-term investments will likely have lower rates of return than longer-term investments.</p> <p>Clarifications: Explain how markets will determine the rates of return for two bonds if one is a long-term bond and the other a short-term bond, assuming each bond pays the same rate of interest.</p>
SS.912.FL.5.6:	<p>Describe how diversifying investments in different types of financial assets can lower investment risk.</p> <p>Clarifications: Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and a rain umbrella business. The other investor owns two suntan lotion businesses. Explain why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio.</p>
	<p>Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a</p>

SS.912.FL.5.9:	<p>loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks.</p> <p>Clarifications: Explain why investors may sell stocks that have gained in value, but hold ones that have lost value. Explain why this may not make sense. Identify an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision.</p>
SS.912.FL.6.3:	<p>Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.</p> <p>Clarifications: Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial profile, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance.</p>
SS.912.FL.6.7:	<p>Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.</p> <p>Clarifications: Compare the coverage and costs of hypothetical plans for a set of scenarios for various types of insurance.</p>
SS.912.FL.6.9:	<p>Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.</p> <p>Clarifications: Describe problems that can occur when an individual is a victim of identity theft. Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft. Describe the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.</p>
LAFS.910.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.RST.3.7:	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

GENERAL NOTES

This course is targeted for students who need additional instruction in content to prepare them for success in upper-level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Algebra, Geometry, Number and Quantity, and Statistics, and the Florida Standards for High School Modeling. The course also includes Financial Literacy Standards found in Social Studies.

Intent of the course: The financial literacy focus of this course provides a real-life framework to apply upper-level mathematics standards. In our consumer-based society, a mathematics course that addresses the results of financial decisions will result in more fiscally responsible citizens. This course will give students the opportunity to apply mathematics found in financial topics such as personal investments, retirement planning, credit card interest, and savings. Financial Algebra is designed for students who have completed Algebra 1 and Geometry. The course would be a bridge to upper-level mathematics such as Algebra 2 and Mathematics for College Readiness. Please note that the financial literacy standards in this course are repeated in the required Economics course for graduation with a standard high school diploma.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/MA.pdf.

GENERAL INFORMATION

Course Number: 1200387

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Mathematics >

SubSubject: Mathematical Studies/Applications >

Abbreviated Title: FINANCIAL ALGEBRA

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Mathematics

Educator Certifications

Mathematics (Grades 6-12)